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ABSTRACT

The evaluation of long-range goals of the Race/Human Relations Program of the San Diego City Schools consisted of observations to determine the degree to which racial mixing was occurring at school sites and the quality of interactions among students and adults. Fifty district employees were trained in the use of the Contextual Evaluation Form. A seven point rating scale was used to assess racial mixing and quality of interactions among persons who differed by race, gender, ethnicity or ability/disability. Conclusions and recommendations based upon the results of the observations are discussed. Appendices A through E are separately bound and consist of over 200 pages. They include references, the Contextual Evaluation Form, evaluation team comments, interview forms, and interview comments. (DWH)

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San Diego City Schools
EVALUATION DEPARTMENT REPORT

EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM: OBSERVATIONS--A SECOND YEAR'S LOOK AT RACIAL MIXING AND QUALITY OF INTERACTIONS AT SCHOOL SITES

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No. 370

July 24, 1984

PLANNING, RESEARCH AND EVALUATION DIVISION

EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM: OBSERVATIONS--A SECOND YEAR'S LOOK AT RACIAL MIXING AND QUALITY OF INTERACTIONS AT SCHOOL SITES

by
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July 24, 1984

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EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM: OBSERVATIONS--A SECOND YEAR'S LOOK AT RACIAL MIXING AND QUALITY OF INTERACTIONS AT SCHOOL SITES

EXECUTIVE SUMMARY

Issue/Concern:

As part of the evaluation of long-range goals of the Race/Human Relations Program, observations were made at schools to determine the degree to which racial mixing was occurring at district school sites and the quality of interactions between students and adults.

The baseline study of randomly selected schools began in 1982-83. The second year's data were collected in 1983-84. These data provide a framework to measure future district growth toward successful integrated schooling. This report covers the second year of observations. Hereafter, schools will be observed every five years on a systematic cycle. Community Relations and Integration Services Division's monitoring efforts will provide interim information to school sites, plus the current emphasis on equity in student placement practices will provide a systematic framework to follow up on reported needs.

Conclusions:

Observation teams assessed schools on a seven-point scale where one was low and seven was high. Descriptors of high and low quality were provided on the assessment instrument. A rating of four was considered average indicating neither exemplary nor deficient situations.

Based on the findings of the second year of study of racial mixing and quality of interactions, the following conclusions are made:

1. In the area of racial mixing:

   -Racial mixing at secondary schools is average; at elementary schools it is above average.

   -The secondary school ratings for racial mix at lunch and between staff were found to be below average.

   -Elementary schools received significantly higher ratings than did secondary schools in three areas of racial mixing: classroom, staff, school grounds.

   -While most classroom mixes were representative of the student population, notable exceptions were observed in some academic groupings and language groupings. Whites tended to be overrepresented in higher tracks, minorities in lower tracks.

-Observers' ratings indicate that the racial mix of staff at sites is not proportionate to the student population.

-Interviews at school sites indicated that many participants contribute high and low ratings of racial mix to the natural integration and natural isolation of the school community respectively.

-Below average ratings of classroom mix were attributed to the students' self-choice of seating arrangements and to teacher discipline practices.

-Below average ratings at lunch for racial mix were attributed to student choice, the logistics of serving free lunch, language barriers, and a lack of activities.

2. In the area of quality of interactions:

-The quality of interactions observed between students and adults at evaluated sites was found to be above average at both the elementary and secondary levels.

-No significant differences were found between elementary and secondary schools in any quality of interaction area.

3. Some degree of "resegregation" is occurring at both elementary and secondary sites. The problem is most pronounced during lunch times and at secondary sites.

4. The overall baseline rating for elementary schools visited in 1982-83 and 1983-84 was 5.4 for racial mixing and 5.8 for quality of interactions. The overall baseline rating for secondary schools visited in 1982-83 and 1983-84 was 4.3 for racial mixing and 4.8 for quality of interactions.

Recommendations for District:

It is recommended that:

1. School sites which received a below average rating in any area, address those needs as part of their site Race/Human Relations Action Plan.

2. The district continue to recruit minority staff, certificated and classified, for all schools. Consideration, especially, should be given to those sites which have a significant number of minority students attending from other neighborhoods.

3. The district review procedures in serving free and reduced-price lunches to children. The logistics of the program perpetuate resegregation at lunch in many school sites.

4. The Race/Human Relations Facilitator Team communicate what constitutes good mixing and high quality interactions in the various contexts based upon the descriptors used by Observations Teams. The Facilitator Team also consider the findings of this report in preparation of training sessions for 1984-85 and promote specific exemplary practices as outlined in the "Results of Interviews" section of this report.

5. Community Relations and Integration Services Division increase their efforts to encourage and train teaching personnel to employ teaching and learning strategies which promote integration and positive interactions, especially at sites where there are differences of race and culture. Participants in the study believed that strong, positive classroom interaction carries over to school grounds, lunch, recess, activities, and society in general.

6. The district form a study committee to include staff from Race/Human Relations, the VEEP program, School Operations and Educational Services, to examine and propose exemplary practices of integrating students. This committee may be able to identify practices schools can use to enhance the positive interaction between all students at our sites.

7. The schools continue their positive efforts and hard work to enhance both the racial mixing and quality of interactions at school sites.

Recommendations for the Board of Education:

It is recommended that:

1. The Board of Education accept the report.

2. The Board direct the affected programs or divisions to respond to the recommendations. The response should include a plan of action only if appropriate; in some cases, a response may be all that is needed.

Rationale:

The findings of this study indicate that while progress is being made in the area of race/human relations at school sites, continued efforts are necessary. These efforts can be implemented through the use of existing race/human relations programs and the current emphasis on equity in student placement practices.

Budget Implications:

No immediate budget implications at this time. A more detailed budget analysis may be necessary dependent on program solution procedures to the above recommendations.

I.
INTRODUCTION

As part of the long-range goals of the district's Race/Human Relations Program, the determination of a baseline was begun in 1982-83 to assess: (1) the degree to which racial mixing was evident at school sites; and (2) the quality of interactions observed between students and adults.

This qualitative evaluation was based on: 1. The program goals; and 2. A review of the literature with regard to "resegregation" which revealed the importance of assessing, through observation, progress toward meaningful integration. While several theories and practices overlay this area of concern, this evaluative effort was aimed primarily at describing "what is" in our schools. The long-range goals of the Race/Human Relations program provide the "should." The importance of this evaluation effort cannot be overlooked. Once public schools are desegregated, questions arise as to how well students at these desegregated sites get along, the degree to which they are "really" mixed (integrated) and, the quality of both their academic education and social interaction. An additional area which needs to be addressed and which will only be moderately addressed in this study is what can schools do to prevent resegregation. Recommendations are provided based on the observations and participant interviews.

Some clarification of terms is needed. For the purpose of this study, the following terms were defined:

Desegregation - The physical mixing of the races without regard to the relative status of the two groups.

Resegregation - Either voluntary or involuntary separation of racial groups "within" a desegregated school, usually reflecting higher status of one group over another. Such resegregation may occur within a classroom, at lunch, during recess, on school grounds, in school clubs, etc. and may be a result of direct or indirect institutional practices (e.g. tracking).

Integration - The consistent interaction of the races based on mutual respect and equal status among them.

Appendix A provides references obtained through a review of the literature in this field. There appears to be a dearth of research on resegregation, even though several authors and school districts have pondered over what to do after schools are desegregated. This evaluation study will contribute useful data not only toward answering the questions on racial mixing and quality of interactions, but also in assessing the district's progress toward integration.

II.
METHODOLOGY

In the fall of 1983, the Evaluation Department, Integration and District Programs Unit, trained fifty district employees in how to use the Contextual Evaluation Form (Appendix B) to assess the degree to which racial mixing existed at eighteen randomly-selected district schools and two additional sites which were revisited since their scores in 1982-83 were below average. The form also was used to determine the quality of interactions at these sites.

Training included an orientation to the evaluation effort, a complete review of the forms to be used and a video tape practice session. The form, with minor modifications, was similar to the form used by teams to visit 24 district sites in 1982-83.

The selection of sample schools was stratified according to percent minority/majority, mobility, and enrollment. Sample schools were drawn from the strata determined in 1982-83 bringing the total two year sample of district schools visited to 42.* The 1983-84 sample consisted of eight elementary schools, five junior high schools, two atypical schools, and five senior high schools.

District employees trained as observers represented both certificated and classified employees. They were: district evaluation staff, site principals/vice-principals, community relations staff, central office staff and retired personnel. Teams were led by evaluation staff and were balanced, inasmuch as feasible, racially and by gender.

The Instrument

The Contextual Evaluation Form (Appendix B) used by the visiting teams consisted of five assessment areas for racial mixing and three for the quality of interactions observed. The instrument used a seven-point rating scale (seven--high, one--low) to assess:

A. Racial Mixing:

1. In the Classroom
2. At Lunch
3. During Recess
4. On School Grounds
5. Among Staff

B. Quality of Interactions:

1. Student-Student
2. Student-Adult
3. Adult-Adult

*Forty-four with the two schools revisited.

For the purpose of this study, school grounds were defined as all settings (library, media center, halls, locker areas, counseling centers, etc.) other than classroom, lunch area, or recess area. Adults were considered to be all certificated, classified, and volunteer staff having contact with students. While the major focus of the observation was racial mixing, teams were also instructed to include observations of male/female balance, Title IX compliance and integration of physically handicapped youngsters. In addition to the five contexts of racial mixing and three areas of quality of interaction, teams provided a general assessment or overall rating in both the racial mixing and quality of interaction areas.

Inter-Observer Reliability

In the fall of 1982, the observation instrument used in this study was field tested by the Evaluation Department at a district school. Five different raters assessed each appropriate racial context and quality area. An intraclass correlation coefficient was determined to be 0.68 which indicated high agreement between raters' assessments of each area.

In addition, correlations between the first year and second year sample of schools was conducted and is found in Table 7 of this report. These, too, indicated moderate to very high agreement between samples.

Schools conducted their own preassessments using the same instrument the team used. In most cases, the team's rating was slightly lower than that of the school's.

The Process

Prior to the evaluation visit, an orientation meeting was held for site administrators during which the process was reviewed and instrumentation was provided. Schools were asked to have a self-assessment of their school complete when the team arrived. Selected schools were notified five days in advance of the evaluation visit by the team leader.

The visit lasted three days. The first day consisted primarily of observations, but also included an initial meeting with the principal and his/her selected staff. Report writing and an exit interview occurred at the end of the second day. The third day was used to interview selected administrators, teachers, classified personnel and parents with regard to why they felt the team rated their school above or below average within specific areas. The evaluation teams consisted of three to five members, on the average. Team members independently rated the various contexts. Final ratings reflect the teams consensus on each context rated. During the training session a "4" rating was pre-designated as average, indicating neither exemplary nor deficient situations. Specific descriptions of observed behaviors were required of all team members for below or above average ratings.

III.
LIMITATIONS OF THE STUDY

This study was limited to observations of three- to five-member teams in only five contexts of racial mixing and three quality of interaction areas. Surely, there are many more contexts, interactions, behaviors and outcomes which could provide evidence for successful integration.

In 1982-83 a review of the literature did not produce an acceptable instrument for these observations. Therefore, a district instrument was developed, field tested and implemented. While the inter-observer reliability on the instrument was shown to be high, some may still question the validity and reliability of such observation processes. One administrator in 1983-84 did. However, at this point in time, it is the best data we have on the degree to which racial mixing is occurring in 25% of the district's schools.

An additional limit of this study is that teams, at best, were able to assess a school for only two to three days. This snapshot in time may or may not have been typical of that site and the interactions that take place daily between students and adults. For the most part, school self-assessments were very close to team assessments, yet the timing of the visit may have had an impact.

A more general limitation of such a study is its qualitativeness. Race/human relations is a difficult area to quantify beyond test scores and racial ethnic counts. Life in classrooms, on playgrounds, at lunch and between people who are racially or ethnically different is more complex than that. This study has been an attempt to cut through some of that complexity knowing all too well the challenge of the task.

IV.
FINDINGS

Observation teams assessed schools on a seven-point scale where one was low and seven was high. Descriptors of high and low quality were provided on the assessment instrument. A rating of four was considered average indicating neither exemplary nor deficient situations. Complete descriptors for high and low quality for all assessed areas are provided in Appendix B. An example of the descriptors used to assess classroom racial mix is provided below.

Very Low			Average			Very High
1	2	3	4	5	6	7

In the classroom the following would lead to low ratings:	In the classroom the following would lead to high ratings:
Students are seated throughout the classroom next to children of the same race and gender. Classroom and within classroom groupings do not reflect the racial mixture of the total school. Classroom bulletin boards do not reflect multiracial contributions. Students show resistance when asked to work together. Students name-call or use racial slurs. Conversations are not across racial lines. There are not equal contributions of students by race and by gender in questioning/answering sessions. Work groups within the class are not mixed. Disabled students do not mix with others.	Students of different races and genders are seated throughout the classroom next to children of other races and genders. Classroom and within classroom groupings reflect the racial mixture of the total school. Classroom bulletin boards reflect multiracial contributions. Students do not show resistance when asked to work together. Students do not name-call or use racial slurs. Conversations are across racial lines. There are equal contributions of students by race and by gender in questioning/answering sessions. Work groups within the class are mixed. Disabled students mix with others.

Team Descriptors

Appendix C provides a complete summary of evaluation team observation comments. Comments are categorized by elementary/secondary, ratings received and demographic codes.

Racial Mixing

Table 1 provides a summary of the mean scores received by the eight elementary and twelve secondary schools in the study. Comparable to the 1982-83 findings, ratings were consistently higher for elementary schools in all contexts of racial mixing. It is also noteworthy that schools, overall, were rated average or above average in racial mixing, however, two areas observed at the secondary level, lunch and staff racial mix, were observed and rated below average overall (3.8 and 3.9 respectively). In general, schools were rated 4.8 on the seven-point scale in racial mixing, with elementary schools receiving a 5.4 and secondary schools a 4.3. Elementary schools, on the average, received one rating higher within each area than secondary schools.

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Table 1

1983-84

Summary Mean Scores

Part A: Racial Mixing

(Highest Possible Score 7.0)

	TOTAL N=20	ELEMENTARY N=8	SECONDARY N=12
In the Classroom	4.5	5.4	4.0
At Lunch	4.4	5.1	3.8
During Recess	5.4	5.4	N/A
On School Grounds	4.7	5.6	4.2
Staff	4.4	5.1	3.9
General Ratings	4.8	5.4	4.3

Rank order ratings of the twenty schools broken down by elementary and secondary indicate that schools were rated highest on school grounds and classroom racial mixing and lowest on lunch and staff racial mix. It should also be noted that while rank orders are similar, elementary schools still had above average ratings for staff and lunch, as compared to the below average ratings of the secondary schools.

Summaries are provided for all schools of the number of schools within each context area of racial mixing observed. Of the twenty schools visited, eight received average or below average ratings; twelve received above average ratings.

Elementary and secondary breakdowns by racial mixing context are also provided. Elementary ratings were consistently higher. Secondary schools received only one rating higher than a five, in the area of staff racial mix. One can also see that while lunch resegregation was more evident at the secondary level it was present also at the elementary level. The staff racial mix at both elementary and secondary indicated more average to below average ratings as well.

Team Ratings And Comments--Racial Mixing in the Classroom

Figure 1 provides a summary for all schools of the number of schools within the context area of racial mixing in the classroom. An elementary and secondary level breakdown is provided in Figure 2.

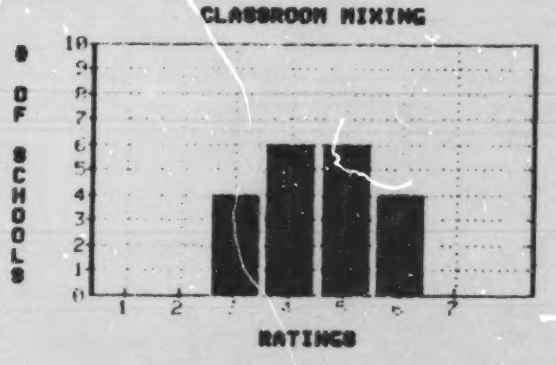

Figure 1.

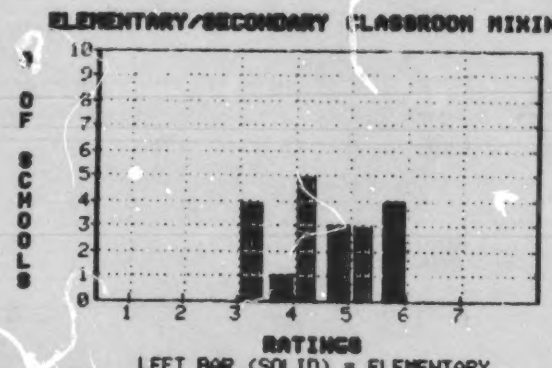

Figure 2.

Elementary school ratings for classroom racial mix were mostly above average. Teams commented that seating arrangements, class groupings and contributions of students, for the most part, were representative of the different races at the site. Teams, however, noted a lack of multicultural bulletin boards and some isolation by race was observed in academic and language groupings. Samples of some comments of teams were:

> "Excellent seating mixtures of race and gender were observed. Groups were well mixed. Children appeared to be working harmoniously together. Most classrooms exhibited some racial or ethnic influence in regard to environment, but this area could be improved."
>
> "The team in the past two days observed all classrooms. Throughout the school, classes were well mixed and many but not all reflected multicultural bulletin boards. Equal contributions of all races in the classrooms were observed. The only isolation observed was in the bilingual classroom. No severe evidence of putdowns or racial slurs. Conversations were across racial lines and children showed no resistance towards working together or with others."
>
> "Very good mixing in total classroom. Good mixing in small work groups. Some classrooms had multiracial bulletin boards. Disabled students mix exceptionally well. One classroom had number of resident and non-resident students posted on chalkboard."

At the secondary level, classroom racial mix reflected mixing proportionate to the different racial groups at the site. Notable exceptions were in some higher and lower ability groupings where teams commented on a disproportionate number of Anglos in higher groupings and minorities in lower groupings. Teams also noted several instances of gender isolation as separation. Some sample comments were:

> "The team observed 34 instructional settings during the past two days. For the most part, racial mixing in the classroom was proportionate to the school populations and most seating arrangements reflected different racial groups seated next to each other. However, at least eight instructional settings reflected groups of students segregated or seated by race. There were very few multicultural bulletin boards in classrooms or other multicultural displays. Contributions were across racial lines and classrooms reflected a comfortable, relaxed and accepting environment."
>
> "(1) Good seating distribution was noted in most situations. (2) Concentration on multicultural bulletin boards could add emphasis on racial mix in positive ways. (3) Equal gender and racial contributions to the class activities were observed. (4) In most advanced classes it was noted that there were few minorities. (5) Asian students tended to separate in classes possibly due to language differences. (6) The ASB tended to have mostly minority members while the yearbook staff was predominantly majority."

"Good mix in most classes, however there was a preponderance of majority students in advanced classes. Few girls in "Computer Literacy" classes and not mixed--also absence of Black and Hispanic students. Little or no evidence of multiracial bulletin boards in classrooms."

"Students tend to sit together in racial groups--however, conversation is across racial lines. Little evidence of multiracial bulletin boards. Advanced classes tend to have a disproportionate number of White and Asian students. P.E. activities observed during visit were not co-ed."

Team Ratings And Comments--Racial Mixing At Lunch

Figure 3 provides a summary for all schools of the number of schools within the context area of racial mixing at lunch. An elementary and secondary level breakdown is provided in Figure 4.

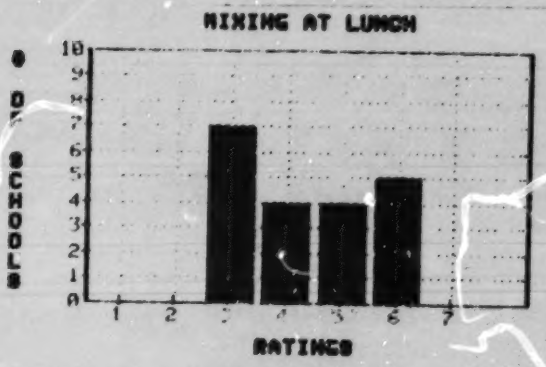

Figure 3.

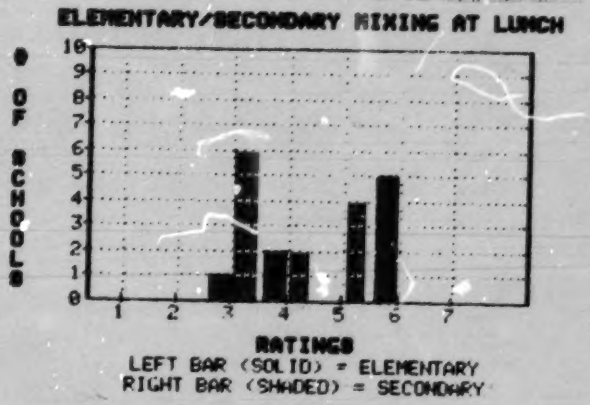

Figure 4.

Elementary schools which had racially-balanced student populations tended to receive high ratings for racial mixing at lunch. The lower ratings tended to go to those schools which had either a high minority or a high majority student population. Isolation that was noted was based on gender or concentrated on the Indochinese population. Sample comments were:

"Line up for lunch and table seatings were extremely well mixed. Many adults supervising children. Children appeared happy, relaxed and talked freely. The logistics of feeding so many children, so quickly is to be commended. Some tables separate by gender, but always well balanced by race. Cafeteria workers were mostly adults, but several children of different races and gender observed."

"Fairly good racial mix, but extensive separation in grades 2-6 by gender. Some separation of certain Asian groups during play period. Students talk freely across racial lines."

"Most of the isolation noticed at lunch may primarily be due to the fact that the Indochinese children are receiving the free hot lunch. Some mixture at tables was observed, yet many tables were all Indochinese

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children. Play generally well mixed, however, one group observed consisted of all Indochinese children."

Racial mixing at the secondary level during lunch appears to be more of a concern. Six schools received a rating of three in this area. Resegregation at lunch tables and in the lunch areas was often a result of free/reduced lunch lines and language factors. Selected comments were:

"Students at lunch were observed mixing in a natural and positive manner. No hostile racial territories were observed nor areas where any one group dare not tread. Indochinese/Asian students were observed primarily in the inside eating area while outside eating areas were far better mixed. No hostilities, racial slurs or putdowns. Kids were very friendly, open and appeared comfortable with each other whether in groups or not."

"Lunch lines by grade level were mixed and free lunch distribution was not obvious. The team commends the school for this. Lunch on the lawn mixed by sex, but not be race. Inside lunch at tables reflected tables grouped by race with more mixing at the younger age level. The dancing at lunch reflected a good mix and adult participation. Kids appeared, happy, safe, and relaxed."

"Separation by ethnicity inside, out. Eating by groups ethnically. Much grouping ethnically. Two outside lines specifically visible as free lunch and paid and ethnically separate. Much free talk. Positive interactions. Language barriers probably contribute to the seating pattern."

"First lunch reflected some degree of integration. Second lunch did not. Most tables were strictly by ethnicity. Outside lunch lines were mostly Hispanic, inside majority or slightly mixed. Not much mingling or talking across ethnic lines. Clusters by ethnicity."

Team Ratings and Comments--Racial Mixing At Recess

Figure 5 provides a summary for all schools of the number of schools within the context area of racial mixing at recess. An elementary and secondary level breakdown is provided in Figure 6.

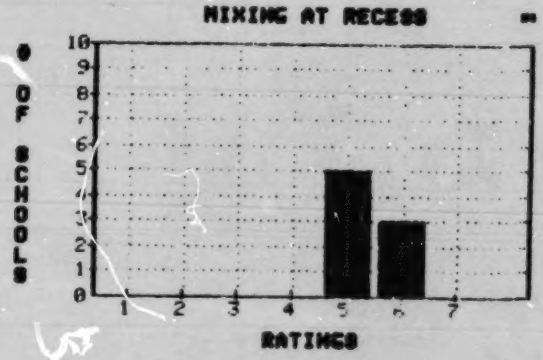

Figure 5.

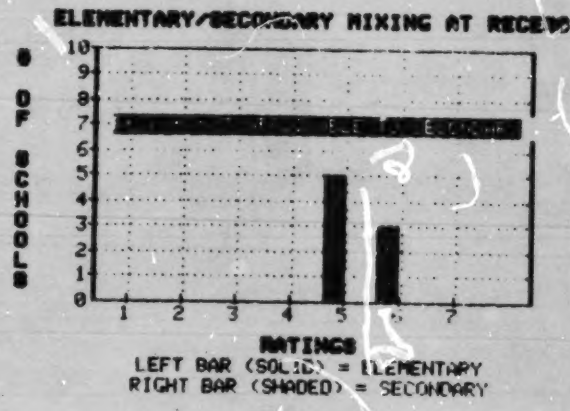

Figure 6.

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Ratings for interracial play were generally very good. Small group isolation and separation by gender were noted on several occasions. Selected comments were:

"While there were some isolated groups by gender or race, most were well mixed and interacted well. Groups that were isolated didn't remain that way long. Very few incidences of conflict. For limited facilities and the high degree of energy and activity observed, what could be a volatile situation was not. Excellent supervision by multiracial staff members. Line up by boys and girls were observed. This may be in conflict with Title IX efforts. Play areas shared by pupils of all races. No territorials observed."

"Students seem to be mixing with each other quite naturally. Some resegregation because of language difficulties occurred, but this seemed to be unavoidable."

"Mix well by race/ethnic/handicapping condition but not by sex. Upper elementary better than primary as far as mixing. All played together well."

"Many of the children observed were well mixed by race and gender, however, many small groups (5-7) were racially segregated as evidenced by a common language other than English. Many female Asians were also segregated and not included in the male play groups and vice/versa. There was no territorialism observed and many close interracial friendships were noted. Gender separation occurred when students lined up."

Team Ratings and Comments--Racial Mixing on School Grounds

Figure 7 provides a summary for all schools of the number of schools within the context area of racial mixing on school grounds. An elementary and secondary level breakdown is provided in Figure 8.

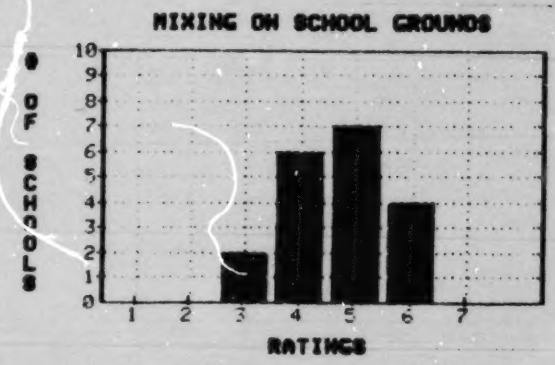

Figure 7.

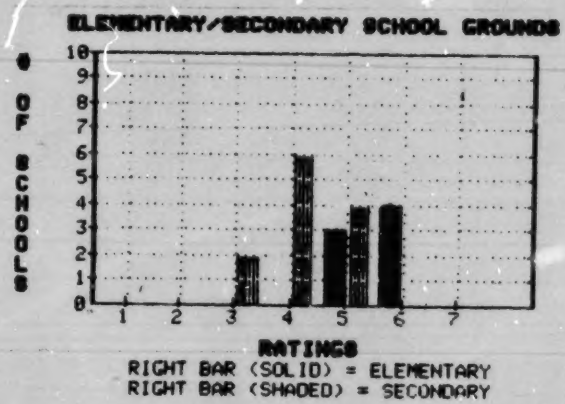
ELEMENTARY/SECONDARY SCHOOL GROUNDS
OF SCHOOLS
0 1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7
RATINGS
RIGHT BAR (SOLID) = ELEMENTARY
RIGHT BAR (SHADED) = SECONDARY

Figure 8.

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Racial mixing on school grounds for elementary schools was rated above average. Teams noticed evidence of multicultural displays in offices, libraries and on bulletin boards. Selected comments were:

"A great deal of interaction and mixing on the school grounds before, during and after school. The reading room, for such a large area, reflected excellent organization and mixing. No racial territories. Bulletin boards in halls reflected different ethnic groups. Counseling center and other rooms used for pull out were well mixed. Children of different races initiated contact with each other."

"Play groups were very well mixed before and after school. Seating in cafeteria for breakfast was mixed. Many bulletin boards reflecting multiracial examples were in evidence on school grounds. Some gender separation in lines returning to class."

"Transported students, including disabled youngsters, disperse and mingle extremely well. Multiracial bulletin boards were in evidence in the main office, cafeteria, and library."

At the secondary level observation teams found racial mixing among students on school grounds mostly average; at some schools below average. There was not the same degree of multicultural displays evidenced and while most situations lacked visible signs of hostility, territoriality was noticeable. Selected comments were:

"School grounds were generally well mixed. Pictures of students (ASB) on campus reflected different races and multicultural materials and displays were observed in the library as well as student workers of different races working together. One area between classes (200-300 building) tended to be an area where Black students primarily met. However, other individuals and groups could move freely through the area and the group dispersed quickly when the bell rang. VEEP students dispersed quickly upon arriving on campus. While locker areas are mixed, many students did tend to move in same race group."

"No definite signs of racial territories were observed on school grounds. School ground bulletin boards and displays in front of the campus, in some hallway areas and the library reflected multicultural contributions. Lockers were mixed, however, students tended to move in same race groups and before and after school to cluster by same race. Some incidences between racial groups were observed. One led to a fight prior to school near the parking lot. Library tables were mixed. Students worked together at the library tables observed. Black and White student workers observed in the library."

"Students move freely on campus with no evidence of tension or territorialism. Students in the VEEP program arrive on campus and leave campus easily and freely. Little evidence of multiracial bulletin boards and displays. Students tend to walk in racial groups."

"Students tend to walk and group by race. Some evidence of territorialism, however, students from other racial groups do not seem to fear movement in these areas."

Team Ratings and Comments--Racial Mixing of Staff

Figure 9 provides a summary for all schools of the number of schools within the context area of racial mixing of staff. An elementary and secondary level breakdown is provided in Figure 10.

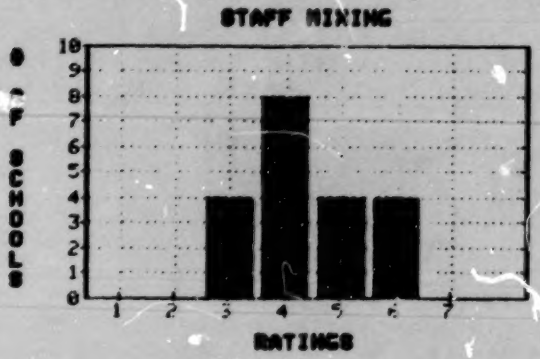

Figure 9.

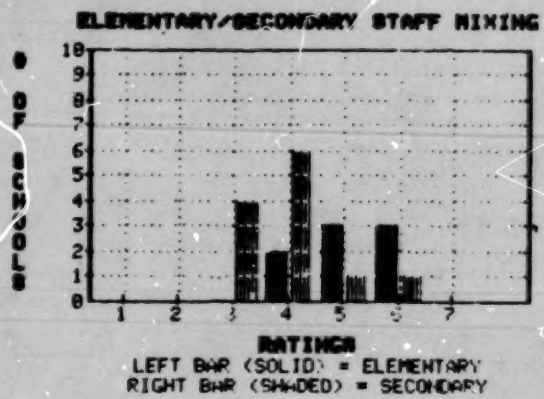

Figure 10.

Staff ratings at the elementary level ranged from high to average. Several teams noted good racial mix in some areas, limited racial mix in others. Several teams noted this was a difficult area to assess with limited time. Comments indicated:

"This campus appeared to be a warm, hardworking campus. Classified and certificated mixed well across all the races represented among the adults. Staff greeted the team and made them mix with them. Lounge, office, and workroom were mixed. Adults supervising children reflected a good racial mixture. The one race underrepresented at the site were Indochinese, especially with the growing number of Indochinese children present."

"For a small staff with few minority members and limited observation time, everyone appeared to mix well and show respect for each other. Staff-aide interaction very positive."

"There are few minority teachers and, with the small lounge, there is little opportunity for mixing. With a separate area for coffee for volunteers, we see little opportunity for volunteers and paid staff to mix."

Secondary staff racial ratings were mostly average or below. Again, while this was a difficult area to assess, seven teams noted that the racial mix of staff observed at the site was not representative of the races/ethnicities of the students in attendance. Comments were:

"There was evidence at departmental and staff potlucks that staff are positive and comfortable across racial lines."

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"Balance not visible, records however, indicate there is. Lounge areas mixed classified and certificated."

"Staff is not well integrated. Majority dominate. Media staff show integration somewhat. Insufficient minority staff are assigned to give the appearance of integration. Racial make-up of total staff does not reflect racial make-up of student body."

"The staff does not reflect the racial distribution of the school. Very few minority staff members were observed. No Black staff members were observed."

Team Ratings--General Racial Mixing

Figure 11 provides a summary for all schools of the number of schools within the context area of general racial mixing. An elementary and secondary level breakdown is provided in Figure 12.

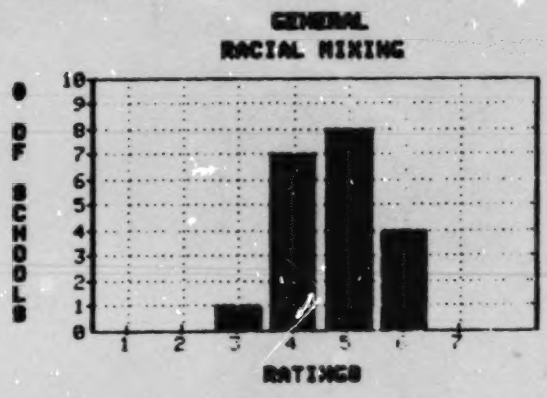

Figure 11.

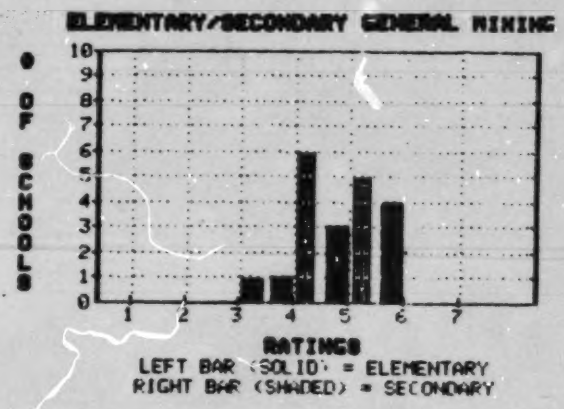

Figure 12.

Quality of Interactions

Table 2 summarizes mean scores for the quality of interactions observed at the visited sites. The quality ratings were slightly higher than the racial mixing scores for both elementary and secondary schools, with elementary sites scoring consistently higher in all areas. Overall, schools were rated 5.3 for quality of interactions with elementary schools receiving a 5.8 average rating and secondary schools 4.9. No below average ratings were received by any site in any of the quality of interaction areas.

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Table 2

1983-84

Summary Mean Scores

Part B: Quality of Interaction

(Highest Possible Score 7.0)

	TOTAL N=20	ELEMENTARY N=8	SECONDARY N=12
Student to Student	5.2	5.9	4.8
Student to Adult	5.2	5.8	4.8
Adult to Adult	4.9	5.3	4.6
General Ratings	5.3	5.8	4.9

Summaries are provided of school ratings by quality of interaction areas. The highest rank order ratings were student-student ratings. Limited observations of adult-adult interactions in workrooms, lounges, offices and dining areas were possible since teaching adults, for the most part, were in classrooms with students. Overall, three schools (all secondary) received average ratings; seventeen received above average ratings. Elementary and secondary comparisons by quality area are also provided.

Of the twenty schools observed in 1983-84, no school received a below average rating in any quality area: student to student, student to adult, or adult to adult. Selected comments by area are presented below.

Team Ratings And Comments--Quality of Interactions, Student to Student

Figure 13 provides a summary for all schools of the number of schools within the context area of student to student quality of interactions. An elementary and secondary level breakdown is provided in Figure 14.

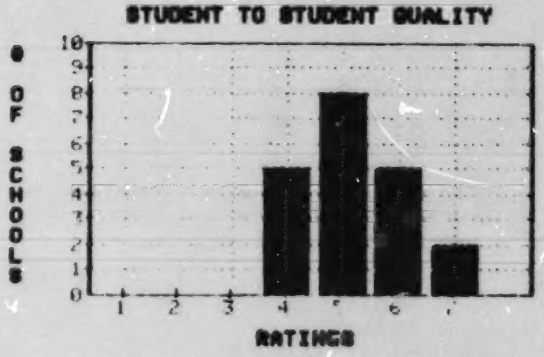

Figure 13.

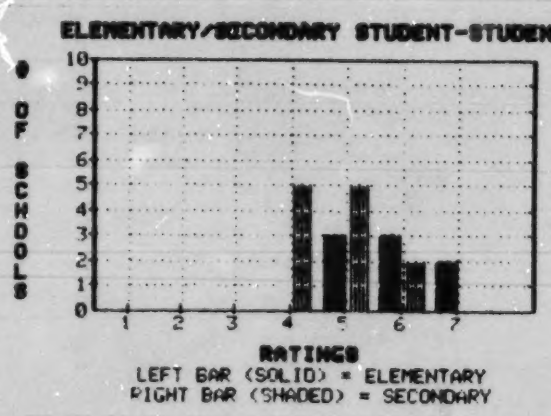

Figure 14.

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"Students are relaxed and friendly--students are very supportive of each other, both in and out of the classroom. No evidence of fighting or name-calling and no evidence of territorialism."

"Impressed by number of students helping each other. No evidence of racial slurs and fighting, no tension in air. Uncommonly positive student-student interactions. Students seem to be very relaxed and happy at school, ready to learn. Also play together well. Degree to which students get along is excellent. Can't tell any difference in kids from SDL classes or by race/ethnicity."

"Good. No hesitation at mixing. Friendly, relaxed."

"The team observed a unique coming together of students of different backgrounds. Students observed demonstrated respect for each other, showed no resistance towards working together and appeared happy and relaxed. Support for each other was observed. Students were well socialized and older children were observed helping younger children.

"Interaction in classroom was congenial. High level of acceptance not depending on which students were quantitatively the minority in class. When groups are mixed, interactions were very good. During passing periods, good, friendly interaction was seen. Disabled child accepted well. No stress observed on faces of students or in conversations. No evidence of intimidation. Students move freely about campus. Very impressive to see students discussing their academic work."

"Students observed together did not show resistance or hostility towards each other, for the most part, yet did not interact voluntarily that often. No territoriality observed nor direct resistance towards working together. Some evidence of fighting, rude, and discourteous behavior to students or other races and a few special education students."

"No observable hostility. No racial slurs. No conflict. Behavior generally good. Students seemed calm, relaxed, and at ease. No evidence of territorial exclusion. Territorial sharing. Movement about campus is natural and unrestrained. In classrooms, there is little interaction between students; at lunch interaction tends to be within same ethnicity."

Team Ratings And Comments--Quality of Interactions, Student to Adult

Figure 15 provides a summary for all schools of the number of schools within the context area of student to adult quality of interactions. An elementary and secondary level breakdown is provided in Figure 16.

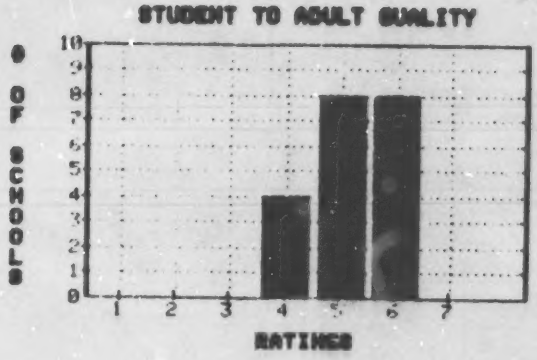

Figure 15.

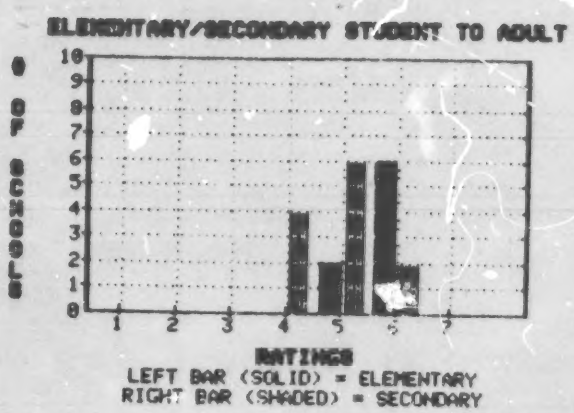

Figure 16.

"The principal knows students by name; very friendly relationship. In the classroom the teachers and aides treated students with respect and equality."

"The media center staff have provided a warm atmosphere, as evidenced by their positive, constructive praise. The students have trust in their adult relationships. There were exceptions, but for the most part, interactions were positive."

"Teachers and other adults on campus interacted extremely positively with the children. Adults praised children across racial lines, disciplined equitably, demonstrated a sense of humor and made themselves visible on campus in and out of the classroom. Adults demonstrated affection, enthusiasm and professionalism towards children and children demonstrated respect and regard for adults. Children also treated the team very positively and frequently greeted us and shared with us. Aides were racially mixed in rooms and interacted very well with children."

"Pleasant. Correct. Lacking in warmth at times. Very business-like at all times."

"Many, many teachers treat students with respect, courtesy, professional interest. Most teachers were equitable with students; a few were not calling on all races. Some students weren't responding to teacher of a different color. Overall, very positive interactions--on task, but friendly--a very healthy closeness and good humor, smiles. Mutual self-respect. Very well behaved students. Both students and teachers on task of learning, but also on task of learning (sic)."

"Principal displays a warm and caring feeling with/among students. He is well received by students. Evidence of mutual respect with students, teachers. Teachers acknowledged contributions equally across racial lines. Discipline actions were fair and equal across racial lines."

"Student-adult interaction seems positive and supportive. Teachers and administrators administer justice fairly and equally."

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"Students appeared comfortable going to teachers for help and staff responded well to students across racial groups. Praise for students observed and equitable distribution of discipline. Many staff expressed concerns for students. Commendable observations of student-teacher interactions in many settings, especially many of the special education settings. Grounds supervision appeared more distant and a little less interactive."

"Students show respect for staff. However, there does not seem to be a great deal of evidence of camaraderie between adults and students."

Team Ratings And Comments--Quality of Interactions, Adult to Adult

Figure 17 provides a summary for all schools of the number of schools within the context area of adult to adult quality of interactions. An elementary and secondary level breakdown is provided in Figure 18.

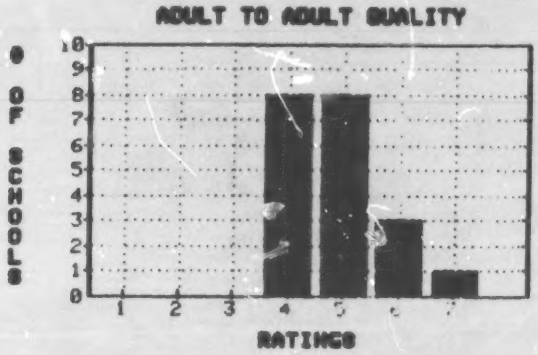

Figure 17.

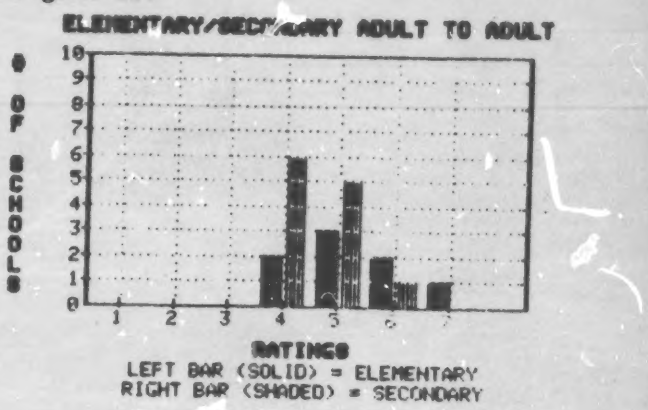

Figure 18.

"The quality of interaction of staff was high. They were friendly towards each other and the team. Interaction in the lounge and hallways was positive. While the facilities and workload could interfere with interactions this staff stays positive with each other. That is commendable. The team was impressed with the cooperative interactions of classified, certificated personnel, especially teacher-aide interaction."

"Staff interacted well with each other. Talked to each other and the team. Seems to be good rapport between all staff members, teachers, aides, parents, and the administrator. A positive and supportive staff."

"Little opportunity to observe interaction between adults. There seems to be little interaction between teachers and aides outside of the classroom."

"Relaxed atmosphere generated by staff. Very positive communication between administrators and teachers."

"While also a limited chance for observation, the team did note frequent and positive interactions. Positive comments expressed about the administrative team and each other."

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"Relatively few minority members on the staff limits the possible interaction, but in the few mixing situations observed people seemed relaxed. Staff morale was viewed as high and the general atmosphere of the campus is comfortable."

Team Ratings--Quality of Interactions, General

Figure 19 provides a summary for all schools of the number of schools within the context area of general quality of interactions. An elementary and secondary level breakdown is provided in Figure 20.

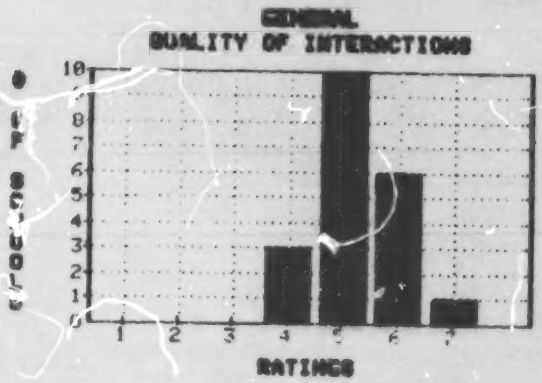

Figure 19.

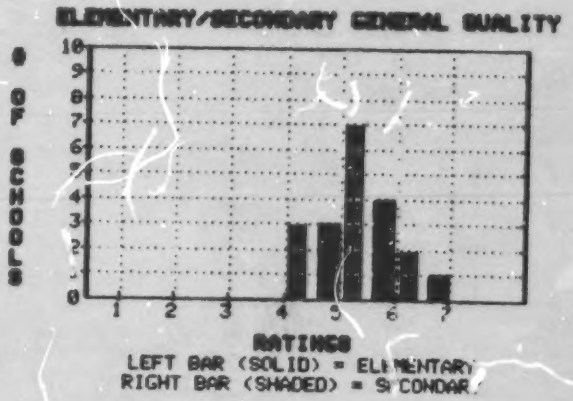

Figure 20.

Interviews with Staff and Parents

As part of the 1983-84 evaluation design, an interview as conducted with selected staff and parents on the third day of the visit. Attempts were made to select principals, vice-principals, parents, teachers, and classified staff across racial lines representative of each particular site. Table 3, page 19 provides a summary of each category interviewed.

As indicated in the table, most interviews were conducted with teachers and classified staff. The majority of those interviewed had been at the site between one and six years. Of the 206 interviewees, 16% were Hispanic, 52% White, 21% Black, 8% Asian, and 3% other.

The purpose of the interview was to address, from the viewpoint of those who actually worked at the site, reasons schools received above or below average ratings within any context of racial mixing or quality of interaction. If a rating was above average, the team interviewed to determine:

1. Why the interviewee thought the school received an above average rating in each area,

2. What efforts the school had made in each area; and

3. What other schools could do to improve their situation in that area.

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Table 3
1983-84 Race/Human Relations Evaluation
Interviews
Summary by Ethnicity, School Level, Experience, and Gender

		0 HISPANIC	1 WHITE	2 BLACK	3 ASIAN	4 AMERICAN IND./ALASKAN	6 PORTUGUESE	7 FILIPINO	8 INDOCHINESE	E ELEMENTARY	S SECONDARY	A ATYPICAL	a LESS THAN ONE YEAR	b > THAN ONE; < THAN SIX	c SIX OR MORE YEARS	M MALE	F FEMALE
(A) PRINCIPALS	N=17	2	12	2	1					8	7	2	5	8	4	11	6
(B) VICE PRINCIPALS	N=14	2	4	7	1					1	11	2	2	8	4	8	6
(C) PARENTS	N=22	2	15	5						10	9	3	7	11	4	1	9
(D) TEACHERS	N=82	9	47	17	6	2		1		10	33	39	31	50	1	26	51
(E) CLASSIFIED	N=87	16	28	12	8	2		1		31	33	3	14	34	19	12	44
(F) PARENT/ CLASSIFIED	N=4	2	2							1	2	1	2	2			4
TOTAL	N=206	33	108	43	16	4		2		61	95	50	61	113	32	58	120

If the school received a below average rating in racial mixing or quality of interactions, interviewees were asked:

1. Why they thought the school received a below average rating;

2. What efforts the school had made in that area; and

3. What they felt could be done to improve the situation.

Appendix D provides sample interview forms.

Results of the Interviews

Appendix E provides a complete summary of all interview comments. Four areas of racial mixing received below average ratings at some schools: Classroom, Lunch, School Grounds, and Staff. The sections which follow highlight general comments in each area of racial mixing.

Below Average Ratings

Classroom Racial Mix--Below Average Ratings

Interviewees felt that their school received a below average rating for classroom racial mix due primarily to the fact that the school itself was still unbalanced; that seating arrangements by choice reflected same race clusters and that students, when they have the choice, choose to be with friends that happen to be the same race. In several statements the concept of a magnet within-a-school was cited as a cause of resegregation of some classes. Others mentioned seating patterns based on teacher discipline practices.

The efforts identified to address this problem were: classroom visitations by the administration, merging of magnet and non-magnet classes, staff-implemented seating assignments, greater awareness of staff and counselor, more activities which promote interaction and use of the facilitators or the Race/Human Relations program in general.

Most respondents felt teachers could change the situation by changing their classroom seating practices. Additional suggestions included being more aware of the problem, expanding magnet programs, counseling and more emphasis on the classroom mix.

Lunch Racial Mix--Below Average Ratings

Racial mixing at lunch was one context that received many average or below ratings. For the most part, schools which received the low ratings said that the reason was "that's just how kids choose to eat." The most frequent comments related to the perceptions that same race groups, friends, neighborhood kids, etc., will naturally choose to talk or eat together during their free time. The same statements were made with regard to VEEP students. In addition, interviewees indicated that the logistics of serving free lunch establishes resegregation. Many of the Indochinese students, for example, receive free

lunch and, therefore, would eat inside the cafeteria while resident students would be more likely to bring lunch from home and eat in the outside lunch areas. Other less frequent reasons stated were the lack of lunch activities and language barriers.

Many interviewees indicated that they didn't know if the school had done anything about the lunch problem. Some felt nothing should be done. the most frequent attempt by these sites was to provide lunch activities to help integrate the students such as music, assemblies, lunch games or ASB activities. Others mentioned that attempts at restructuring lunch were tried. For example, in some cases grade level lunch times were abandoned for a more mixed schedule. Several just indicated that the main effort had been a recognition and an awareness of the problem.

When asked what they felt could be done to improve the situation, respondents most often said that lunch activities would help to mix the students better; or that restructuring lunch times, lines and territory might create a better mix. Several recognized that they just didn't know what could be done.

School Grounds Racial Mix--Below Average Ratings

Eleven interviews were conducted with site personnel with regard to low ratings for racial mixing on school grounds. Most of the respondents indicated that the reason for the low rating was because it was natural for kids to group that way but that the magnet/resident situation also creates it.

Again, activities had been both attempted and suggested as a means to improve the situation. Other efforts dealt with building respect, school pride and a feeling of ownership of "our" school. Respondents also felt that improving the classroom racial mix and continuing Race/Human Relations activities in the classroom would be beneficial.

Staff Racial Mix--Below Average Ratings

It is interesting to note that all schools which received a low rating for staff racial mix were schools that according to the sampling process were balanced by students. Also they were all secondary schools. Persons interviewed, for the most part, agreed that the evaluation was accurate due to the fact that there were few minority staff members on the site. When there was a racial mix, others tended to indicate that the teachers' busy schedules, departmentalization and the cliques of long time staff prevented some mixing. Some disagreed with the team rating or didn't have an answer.

Most interviewees did not know what, if any, efforts were made in this area or felt little or none were made. The most frequent efforts cited were social activities or staff get-togethers. For staffs that had some numerical mix, interviewees suggested more social activities. However, the major suggestion to improve the situation was for the district to hire more minority staff members.

Above Average Ratings

Schools throughout the district received above average ratings in all racial mixing contexts and quality of interaction areas. The evaluation team interviewed site personnel in order to determine reasons for the high ratings as perceived by employees at the site and what other schools could do to improve their situations. Interview comments are analyzed below.

Racial Mixing in the Classroom--Above Average Ratings

When asked why they felt the team rated the site above average in classroom racial mix, respondents indicated that it was primarily due to good teachers with good teaching behaviors that fostered mixing. Secondly, the positive attitudes of both the staff and students at the site were recognized as a cause of the high rating. Other frequent responses were the fact that the communities were naturally integrated communities and that the school had made an organized effort to mix classes.

The efforts these schools had made in this area were quite diverse, with no real common efforts identified. The most frequent responses were activities which mixed the kids, more parent contact and use of the Race/Human Relations program. Interviewees also varied in response to what other schools could do to improve their racial mixing in the classroom. Respondents felt the awareness and attitudes of the administration, staff and students were important, as well as the conscious and direct efforts to mix classes and provide assigned seating. Efforts, they felt, also could be made to recruit more students and increase VEEP populations.

Racial Mixing at Recess--Above Average Ratings

Racial mixing at recess, while applicable only to elementary sites, received very good ratings. Credit for such ratings was given to the positive attitudes and willingness of the students to racially mix and to efforts of staff to encourage and supervise play. In addition, interviewees suggested that organized, disciplined play and staff teaching of consistent rules for play helped. Interviewees suggested that other schools organize their play and teach the rules of the games by having clear and consistent standards. They also suggested that positive mixing within the classroom improved mixing in other areas such as recess.

Racial Mixing at Lunch--Above Average Ratings

Respondents indicated that the surrounding well integrated neighborhood; staff modeling of desired behaviors; a relaxed, open and positive climate; organization and supervision and the influence of classroom mixing were the primary factors contributing to above average ratings at lunch.

The main efforts that were reported to have been made in this area were organized lunch activities; multicultural social events; staff modeling and basic attitudes of openness, trust and fairness. Some respondents did not know if any efforts had been made.

Those receiving above average ratings for racial mix at lunch suggested that other staff must want racial mix and provide models for it to occur. Several other things suggested were: organized lunch activities, ethnic foods, good supervision and discipline, respect for students and not forcing the mix.

Racial Mixing on School Grounds--Above Average Ratings

Once again, natural integration of the school or community was cited as the primary reason the school received a higher rating for racial mix on school grounds. In addition, however, interviewees noted that an integrated staff with established goals, the fostering of positive student attitudes and self-esteem, attitudes of fairness and respect, principal leadership and parent support were also contributing factors.

The most cited efforts were race/human relations discussions on self awareness, respect and responsibility, an objective staff and all school activities.

It was recommended that other sites may want to increase race/human relations efforts in the classroom and for staff, conduct all school multiethnic activities, involve parents/community more, and provide strong and consistent supervision.

Racial Mixing of Staff--Above Average Ratings

Overwhelmingly, schools which received above average ratings in this area contributed them to staffs which were characterized as positive, accepting, friendly, open, communicative, caring and supportive.

These characteristics were nourished by staff social activities, the natural characteristics of the personnel, site leadership, race/human relations training and efforts to reach out to others.

Other schools, it was suggested, could include all staff on a frequent basis in social activities, use site leadership to emphasize mixing and stress communication, and conduct race/human relations sessions which stressed communication skills between majority and minority members.

Interviews Regarding Above Average Quality Ratings

As mentioned previously, no site received a below average rating in any of the three areas of quality of interaction. The sections which follow provide summaries of interviewees responses to the questions related to why they felt they received above average ratings. Appendix E provides complete interview comments.

Student-Student Interaction--Above Average Ratings

Respondents were just about split in attributing high student-student ratings to either qualities of the students themselves or attributes of the teachers or school in general. A large number of those interviewed cited teachers' respect for students, teachers' promotion of good race/human relations, and well adjusted students with high self-esteem as contributing factors to high ratings.

In addition, a positive school atmosphere and statements that the kids just didn't look at color and had a lot in common, also were made.

Schools identified six efforts, in rank order, that they made to achieve high quality student-student interaction. These were: specific school multicultural and ASB activities, positive teachers who promote interaction, school leadership and climate, the natural positive attitudes of the students, equal treatment of all students, and an active parent group, either volunteer or P.T.A.

When asked what other schools could do to improve their student-student interaction, interviewees suggested conducting and promoting activities on campus which encourage interaction, making students feel welcome, secure and important; teaching multicultural awareness and attitudes; have a good race/human relations program with supportive material; encourage interaction, communication and awareness; provide teacher support and models and intentionally mix students.

Student-Adult Interaction--Above Average Ratings

Interviewees indicated that they felt they received high ratings for student to adult interaction because teachers liked and cared about their students, were committed teachers and had positive attitudes toward students. Interviewees indicated, also, that their school was one where people wanted to be, and one that had open communication between students and adults. Others mentioned that the site was orderly and disciplined, that staff/students/parents knew each other, and that staff were competent. In addition, reasons given were: staff development in race/human relations, parent/teacher communication, equity practiced, principals' leadership, respect for racial differences and mutual support between staff and administration.

Employees at sites stated that their main efforts in providing high quality student to adult interaction were to conduct race/human relations inservices and staff meetings as part of their race/human relations objectives and to organize fun activities before during and after school. Additionally, interviewees mentioned administrative role modeling, extra effort by teachers in serving as club sponsors, giving their time and listening to students, and consistent and fair discipline for all.

Those interviewed suggested that some of the things other sites may do to improve their student-teacher interaction would be to provide a caring and humanistic approach to students, to relate with respect to students and validate students, to provide activities as positive reinforcement, to administer discipline equitably, provide inservices, and have good teacher/parent interaction.

Adult-Adult Interaction--Above Average Ratings

Those sites which received above average ratings for the quality of the adult-adult interactions observed stated that they received those ratings because of good communciation and support between staff; positive and supportive leadership; respect; warm, friendly and professional attitudes; and social functions.

Overwhelmingly, those sites with high ratings had made efforts to: have social functions and events for the adults, have open communication, be supportive, and provide race/human relations exercises.

Other schools, they felt, could do the following to enhance their adult-adult situation: have social activities; open communication lines; encourage interaction and respect between certificated and classified; provide strong leadership; and recognize, respect and validate each other.

Interview Questions on VEEP Students

At the end of each interview, respondents were asked if they knew how many VEEP students attended their school, from what community they came, and how many miles, one way, these students had to travel. An analysis of these data indicated that school staff, for the most part, were aware of the number of VEEP students attending their school, the community from which they came, and how many miles these students had to travel to attend that school.

Aggregated Results of the Two-Year Study

Tables 4 and 5 provide summaries of the mean score ratings for the 24 schools visited in 1982-83 and the 20 schools visited in 1983-84. Note should be made that two secondary schools were revisited in 1983-84 because they received below average ratings in 1982-83. These two sites are included in the 1983-84 data.

The overall rating for all 44 school visits in racial mixing was 4.8 on a seven point scale. Elementary schools (N=20) received a rating of 5.4, secondary schools (N=24) a 4.3 rating.

Table 4

1982-83 -- 1983-84

Aggregate

Summary Mean Scores

Part A: Racial Mixing

(Highest Possible Score 7.0)

	TOTAL			ELEMENTARY			SECONDARY		
	1982-83 N=24	1983-84 N=20	Aggregate N=44	1982-83 N=12	1983-84 N=8	Aggregate N=20	1982-83 N=12	1983-84 N=12	Aggregate N=24
In the Classroom	5.1	4.5	4.9	5.7	5.4	5.6	4.5	4.0	4.2
At Lunch	4.7	4.4	4.5	5.3	5.1	5.3	4.0	3.8	3.9
During Recess	5.5	5.4	5.5	5.5	5.4	5.5	N/A	N/A	N/A
On School Grounds	4.7	4.7	4.7	5.3	5.6	5.4	4.2	4.2	4.2
Staff	4.6	4.4	4.5	5.0	5.1	5.2	3.8	3.9	3.9
General Ratings	4.9	4.8	4.8	5.4	5.4	5.4	4.3	4.3	4.3

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For quality areas, the overall rating for the two years' group was 5.3, with elementary schools receiving a 5.8 and secondary schools a 4.8.

Table 5

1982-83 — 1983-84

Aggregate

Summary Mean Scores

Part B: Quality of Interaction

	TOTAL			ELEMENTARY			SECONDARY		
	1982-83 N=24	1983-84 N=20	Aggregate N=44	1982-83 N=12	1983-84 N=8	Aggregate N=20	1982-83 N=12	1983-84 N=12	Aggregate N=24
Student to Student	5.5	5.2	5.4	5.9	5.9	5.9	5.0	4.8	4.9
Student to Adult	5.3	5.2	5.3	5.8	5.8	5.8	4.9	4.8	4.9
Adult to Adult	5.0	4.9	4.9	5.4	5.3	5.3	4.5	4.6	4.5
General Ratings	5.2	5.3	5.3	5.8	5.8	5.8	4.7	4.9	4.8

Since both samples of schools were randomly selected from the same strata, assumptions were made that the schools were, in fact, similar by group. The similarity of their ratings for both years provides evidence to support that assumption. Overall racial mixing scores for elementary and secondary schools in both 1982-83 and 1983-84 were identical and quality assessments, overall, for the two groups were identical for elementary and within two-tenths of a point for secondary schools. The overall correlations for all ratings year to year are provided in Table 6.

Table 6

Correlations Between Team Ratings

for the 1982-83 and 1983-84 Sample

Schools

	Total	Elementary	Secondary
Racial Mix	(.83)	(.51)	(.53)
Quality of Interactions	(.65)	(1.00)	(.57)

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V.
CONCLUSIONS

Observation teams assessed schools on a seven-point scale where one was low and seven was high. Descriptors of high and low quality were provided on the assessment instrument. A rating of four was considered average indicating neither exemplary nor deficient situations.

Based on the findings of the second year of study of racial mixing and quality of interactions, the following conclusions are made:

1. In the area of racial mixing:

   -Racial mixing at secondary schools is average; at elementary schools it is above average.

   -The secondary school ratings for racial mix at lunch and between staff were found to be below average.

   -Elementary schools received significantly higher ratings than did secondary schools in three areas of racial mixing: classroom, staff, school grounds.

   -While most classroom mixes were representative of the student population, notable exceptions were observed in some academic groupings and language groupings. Whites tended to be overrepresented in higher tracks, minorities in lower tracks.

   -Observers' ratings indicate that the racial mix of staff at sites is not proportionate to the student population.

   -Interviews at school sites indicated that many participants contribute high and low ratings of racial mix to the natural integration and natural isolation of the school community respectively.

   -Below average ratings of classroom mix were attributed to the students' self-choice of seating arrangements and to teacher discipline practices.

   -Below average ratings at lunch for racial mix were attributed to student choice, the logistics of serving free lunch, language barriers, and a lack of activities.

2. In the area of quality of interactions:

   -The quality of interactions observed between students and adults at evaluated sites was found to be above average at both the elementary and secondary levels.

   -No significant differences were found between elementary and secondary schools in any quality of interaction area.

3. Some degree of "resegregation" is occurring at both elementary and secondary sites. The problem is most pronounced during lunch times and at secondary sites.

4. The overall baseline rating for elementary schools visited in 1982-83 and 1983-84 was 5.4 for racial mixing and 5.8 for quality of interactions. The overall baseline rating for secondary schools visited in 1982-83 and 1983-84 was 4.3 for racial mixing and 4.8 for quality of interactions.

VI.
RECOMMENDATIONS FOR DISTRICT

It is recommended that:

1. School sites which received a below average rating in any area, address those needs as part of their site Race/Human Relations Action Plan.

2. The District continue to recruit minority staff, certificated and classified, for all schools. Consideration, especially, should be given to those sites which have a significant number of minority students attending from other neighborhoods.

3. The District review procedures in serving free and reduced-price lunches to children. The logistics of the program perpetuate resegregation at lunch in many school sites.

4. The Race/Human Relations Facilitator Team communicate what constitutes good mixing and high quality interactions in the various contexts based upon the descriptors used by Observations Teams. The Facilitator Team also consider the findings of this report in preparation of training sessions for 1984-85 and promote specific exemplary practices as outlined in the "Results of Interviews" section of this report.

5. Community Relations and Integration Services Division increase their efforts to encourage and train teaching personnel to employ teaching and learning strategies which promote integration and positive interactions, especially at sites where there are differences of race and culture. Participants in the study believed that strong, positive classroom interaction carries over to school grounds, lunch, recess, activities, and society in general.

6. The District form a study committee to include staff from Race/Human Relations, the VEEP program, School Operations and Educational Services, to examine and propose exemplary practices of integrating students. This committee may be able to identify practices schools can use to enhance the positive interaction between all students at our sites.

7. The schools continue their positive efforts and hard work to enhance both the racial mixing and quality of interactions at school sites.

VII.
RECOMMENDATIONS FOR THE BOARD OF EDUCATION

It is recommended that:

1. The Board of Educaiton accept the report.

2. The Board direct the affected programs or divisions to respond to the recommendations. The response should include a plan of action only if appropriate; in some cases, a response may be all that is needed.

San Diego City Schools

EVALUATION DEPARTMENT REPORT

EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM: OBSERVATIONS--A SECOND YEAR'S LOOK AT RACIAL MIXING AND QUALITY OF INTERACTIONS AT SCHOOL SITES

APPENDICES

TM 850 253 (2 of 2)

No. 370

July 24, 1984

PLANNING, RESEARCH AND EVALUATION DIVISION

EVALUATION OF THE RACE/HUMAN RELATIONS PROGRAM: OBSERVATIONS--A SECOND YEAR'S LOOK AT RACIAL MIXING AND QUALITY OF INTERACTIONS AT SCHOOL SITES

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July 24, 1984

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NOTE

The reader will note that many of the items contained in these appendices are accompanied by various codes. These codes were used for data collection and analysis. The following is an explanation of the codes found in these appendices.

Bmaj = Ethnically balanced student population (60% majority/40% minority)

Bmi = Ethnically balanced student population (60% minority/40% majority)

Mi = Predominantly minority student population (More than 80% minority)

Maj = Predominantly majority student population (More than 80% majority)

+ + = Elementary school with high enrollment (more than 500 students) and high mobility (more than 50%)

+ - = Elementary school with high enrollment (more than 500 students) and low mobility (less than 50%)

- + = Elementary school with low enrollment (less than 500 students) and high mobility (more than 50%)

- - = Elementary school with low enrollment (less than 500 students) and low mobility (less than 50%)

\+ = Secondary school with high mobility (more than 50%)

\- = Secondary School with low mobility (less than 50%)

D2cSF = See explanation below for all codes of this type.

COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4	COLUMN 5
A = Principal B = Vice Principal C = Parent D = Teacher E = Classified F = Classified and Parent	0 = Hispanic 1 = White 2 = Black 3 = Asian 4 = American Indian/Alaskan 6 = Portuguese 7 = Filipino 8 = Indochinese	At site: a = less than 1 year b = 1-6 years c = more than 6 years	E = Elementary S = Secondary A = Atypical	M = Male F = Female

Example: D2cSF = Teacher, Black, at site more than six years, secondary level, female.

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APPENDICES

APPENDIX A

References
(Review of Literature)

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APPENDIX B

Contextual Evaluation Form

REVISED: 9/26/83

CONTEXTUAL EVALUATION---RACIAL RELATIONS

ASSESSMENT FORM

DIRECTIONS: For each part below, descriptors are provided to assist in identifying observable behaviors which indicate the presence or absence of both "racial mixing" and "quality interactions" which occur at the school site.

Racial mixing takes place in various contexts and interactions take place between different groups of people at the school site. These contexts and groupings are provided as a subcategory of Part A and Part B.

For each category, based on your observations (which include questioning and data gathering) determine along the seven point continuum provided where you would rate this site. To assist you the following criteria should be used:

VERY LOW			AVERAGE		VERY HIGH	
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

A "4" would indicate a school where things observed appear to be where they should be. This is an acceptable level.

A "7" indicates very high quality, an exemplary situation.

A "1" on the other hand, indicates extremely low quality and no racial mixing.

Scores of 5-7 necessitate comments/specific definitions of what was or was not observed during the visit.

Scores of 1-3 necessitate comments/specific definitions of what was or was not observed during the visit.

Part C is the general evaluation of the degree of racial mixing/interactions observed. The criteria are the same as above.

PART A: RACIAL MIXING

VERY LOW			AVERAGE			VERY HIGH
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

1. In the Classroom

The following would lead to low ratings:

Students are seated throughout the classroom next to children of the same race and gender. Classroom and within classroom groupings do not reflect the racial mixture of the total school. Classroom bulletin boards do not reflect multi-racial contributions. Students show resistance when asked to work together. Students name-call or use racial slurs. Conversations are not across racial lines. There are not equal contributions of students by race and by gender in questioning/answering sessions. Work groups within the class are not mixed. Disabled students do not mix with others.

COMMENTS

1. In the Classroom

The following would lead to high ratings:

Students of different races and genders are seated throughout the classroom next to children of other races and genders. Classroom and within classroom groupings reflect the racial mixture of the total school. Classroom bulletin boards reflect multiracial contributions. Students do not show resistance when asked to work together. Students do not name-call or use racial slurs. Conversations are across racial lines. There are equal contributions of students by race and by gender in questioning/answering sessions. Work groups within the class are mixed. Disabled students mix with others.

PART A: RACIAL MIXING

VERY LOW — AVERAGE — VERY HIGH

2. At Lunch

The following would lead to low ratings:

In the cafeteria, tables are not integrated. Students do not talk freely across racial lines. There is evidence of name calling, putdowns and racial slurs.

Students appear to line up by race or in some way that separates races.

If there are student cafeteria workers, they are all of one race or sex.

B-5

COMMENTS

2. At Lunch

The following would lead to high ratings:

In the cafeteria, tables are for the most part integrated. Students talk freely across racial lines. There is an absence of name calling, putdowns and racial slurs.

Students line up in mixed lines with no apparent separation by race. If there are student cafeteria workers they are from all races, both sexes.

PART A: RACIAL MIXING

VERY LOW — AVERAGE — VERY HIGH

☐ ☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6 7

3. Recess

The following would lead to low ratings:

Students do not play in racially mixed groups. Students do not cooperate. There are signs of racial fights. Students show resistance to mixing with other students racially different than themselves. There is evidence of territorialism by racial groups.

COMMENTS

3. Recess

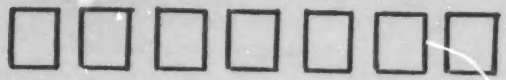
The following would lead to high ratings:

Students play in racially mixed groups. Students cooperate. There are no signs of racial fights. Students do not show resistance to mixing with other students racially different than themselves. There is mixed territorial sharing.

B-6

PART A: RACIAL MIXING

VERY LOW — AVERAGE — VERY HIGH



1 2 3 4 5 6 7

4. School Grounds

The following would lead to low ratings:

Students in the locker areas are not racially mixed. Students do not walk or intermingle in racially mixed groups, and boys and girls are unfriendly. Bulletin boards, showcases and media centers do not reflect multiracial examples of people and events. There are signs of selected racial territories. VEEP students arriving on the bus tend to remain together or show reluctance to disperse.

E-1

COMMENTS

4. School Grounds

The following would lead to high ratings:

Students in the locker areas are racially mixed. Students walk and intermingle in racially mixed groups, and boys and girls are friendly. Bulletin boards, showcases and media centers reflect multiracial examples of people and events. There are no signs of selected racial territories. VEEP students arriving on the bus disperse to classes and/or other groups.

9/83

PART A: RACIAL MIXING

VERY LOW			AVERAGE			VERY HIGH
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

5. Staff

The following would lead to low ratings:

There is not evidence of mixing across races of staff members on campus, in the classroom or out of the classroom. The staff is not racially mixed. Adults in workrooms and faculty lounges do not seem to mix racially. Total staff is racially isolated by job role.

B18

COMMENTS

5. Staff

The following would lead to high ratings:

There is evidence of mixing across races of staff members on campus, in the classroom and out of the classroom. The staff is racially mixed. Adults in workrooms and faculty lounges mix racially.

PART B: QUALITY OF INTERACTIONS

VERY LOW — AVERAGE — VERY HIGH

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

6. Student - Student

The following would lead to low ratings:

Students of different races do not initiate contact with each other. Groups tend to remain static and isolated. Verbal support and positive communication is not evident. Students do not praise each other; may show hostility toward each other. There is evidence that racial slurs are exchanged and students seem unfriendly. There is evidence of fighting, rude or discourteous behavior to students of other races, the other sex and to disabled or handicapped students. Students do not appear to be calm or relaxed as they go about daily tasks. Students, when asked, seem to prefer working alone. Students do not share personal and school territory. Many students do not move freely from group to group and seem to remain isolated and distant. Interactions seem either excessively polite or strained. During free time, students do not seem to talk or cooperate in positive ways. Students during learning activities do not work cooperatively together and seem unwilling to join mixed groups.

COMMENTS

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6. Student - Student

The following would lead to high ratings:

Students of different races initiate contact with each other. Groups collect, merge and disperse comfortably. Verbal support and positive communication is evident. Students praise each other, are not hostile to each other. There are not racial slurs exchanged and students greet each other in and out of class pleasantly and with a smile. There is an absence of fighting, rude or discourteous behavior. Students appear to be calm or relaxed as they go about daily tasks. Students, when asked, indicate they look forward to working with others and can cite mumerous examples of how they have worked together with students of other races, the other sex or with students with disabling or handicapping conditions. Students share personal and school territory. Students move freely from group to group and are received warmly by members of groups. Interactions are natural, neither excessively polite or strained. During free time students talk to and cooperate with each other in positive ways. Students during learning activities work cooperatively together and are willing to join mixed groups.

PART B: QUALITY OF INTERACTIONS

VERY LOW — AVERAGE — VERY HIGH

☐ ☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6 7

7. Student - Adult

The following would lead to low ratings:

Relations between students of different races and the administrative, teaching, secretarial and support staff members are not positive. Students and teachers do not talk to each other in a friendly and respectful manner. Administrators do not talk to students in a friendly manner. Students and adults, when asked, have difficulty citing examples of positive interactions they have had. Interactions are not comfortable and adults and students do not appear calm and relaxed. Teachers do not respond to all students with "equal" patience, humor, smiles and admonitions. There is a lack of evidence of positive communication between teachers and students in the classroom, on the playground, during lunch and before and after school. Neither adults nor students praise the other. Camaraderie is not observable. People talk of other individuals as "blacks", "whites", "asians", "hispanics", etc.

COMMENTS

7. Student - Adult

The following would lead to high ratings:

Relations between students of different races and the administrative, teaching, secretarial and support staff members are friendly, positive and respectful. Students and teachers talk to each other in a friendly manner. Administrators talk to students in a friendly manner. Students and adults, when asked, can cite examples of positive interactions they have had. Interactions are relaxed and adults and students appear calm and relaxed. Teachers respond to all students with "equal" patience, humor, smiles and admonitions. There is evidence of positive communication between teachers and students in the classroom, on the playground, during lunch and before and after school. Adults praise students and students praise adults. Camaraderie is observable. Interactions feel/look/sound positive. People talk of other individuals as individuals not as "black", "whites" "hispanics", "asians", etc. Disciplining, when observed, appears to be meted out equally by infraction, not by race or sex. Evidence of mutual respect.

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PART B: QUALITY OF INTERACTIONS

VERY LOW — AVERAGE — VERY HIGH

☐ ☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6 7

8. Adult - Adult

The following would lead to low ratings:

Verbal support and appreciation are rarely expressed. Interactions are formal or tense. Adults seldom greet each other in a warm and friendly manner. Teachers and administrators do not cooperate on tasks. Formal and informal interactions between site administrator and teachers/other staff is not usually positive and rarely productive. Teacher interactions in halls, lunchroom, department meetings and staff meetings appear uncomfortable. Interactions do not feel/look/sound positive. Adults, when asked, have difficulty citing positive examples of interactions between themselves and students. Administrators and teachers do not interact to discuss concerns and needs. Adults rarely feel free to express how they feel about things. During recess and free time, staff do not appear to work together productively. Adults do not verbalize support for integration and integration programs.

COMMENTS

8. Adult - Adult

The following would lead to high ratings:

Verbal support and appreciation are expressed. Interactions are relaxed. Adults greet each other in a warm and friendly manner. Staff of teachers and administrators cooperate on tasks. Formal and informal interactions between site administrator and teachers/other staff is positive and productive. Teachers interact with each other pleasantly in halls, lunchroom, department meetings and staff meetings. Interactions feel/look/sound positive. Adults, when asked, can cite positive examples of interactions between themselves and students. Administrators and teachers interact frequently to discuss concerns and needs. Adults feel free to express how they feel about things. During recess, free time, staff work together to create positive settings for students. Adults verbalize support for integration and integration programs.

PART C: GENERAL ASSESSMENT

VERY LOW AVERAGE VERY HIGH

☐ ☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6 7

A. RACIAL MIXING

COMMENTS: _____

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VERY LOW AVERAGE VERY HIGH

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1 2 3 4 5 6 7

B. INTERACTIONS

COMMENTS: _____

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REVISED: 9/26/83
RS:is 12/17/82

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APPENDIX C

Evaluation Team Comments

ELEMENTARY

PART A -- RACIAL MIXING

1. In the Classroom:

SCORE 6
CODE Mi + -
****

Excellent seating mixtures of race and gender were observed. Groups were well mixed. Children appeared to be working harmoniously together. Most classrooms exhibited some racial or ethnic influence in regard to environment, but this area could be improved.

****

SCORE 6
CODE Maj - -
****

Good mixing by race/ethnic, seating arrangements. Many bulletin boards show either student work, or work-related or multi-cultural displays. Daily schedules and rules posted. Natural mixing. There appear to be some classes without minority. Puppets of different races. Segregation by boy-girl, numbers of boys and girls on board, line up by boy-girl. Against Title IX. Activities were not sexist but some of these practices need to stop. Tables by boys/girls. Occasionally, in some classes, minority students not participating as much as others.

****

SCORE 6
CODE B_{mi} + +
****

The team in the past two days observed all classrooms. Throughout the school classes were well mixed and many but not all reflected multicultural bulletin boards. Equal contributions of all races in the classrooms were observed. The only isolation observed was in the bilingual classroom. No severe evidence of putdowns or racial slurs. Conversations were across racial lines and children showed no resistance towards working together or with others.

****

SCORE 6
CODE B_{maj} - -
****

Students mixed exceedingly well, both in terms of race and gender, in their seating arrangement. Students were very supportive of each other in translating; students sent to interest centers within the room mixed and interacted well. Not all of the classrooms were racially balanced; however, given the type of program this is understandable. Teachers and aides acknowledged both minority and majority students equally and were willing to help them. Most classrooms didn't have multicultural themes on bulletin boards, nor did they have ethnic representation.

****

SCORE 5
CODE B_{maj} + -
****

Very good mixing in total classroom. Good mixing in small work groups. Some classrooms had multiracial bulletin boards. Disabled students mix exceptionally well. One classroom had number of resident and non-resident students posted on chalkboard.

****

SCORE 5
CODE B_{mi} - +
****

Most classes are well integrated. Students mixed and worked easily together. Within classroom groups reflect the entire classroom mix. Contributions are equally distributed. Classroom displays do not reflect a multicultural theme. Sometimes evidence of distinct ethnic groupings can be seen. How are students moved out of sheltered English classes. Some students seemed versatile in English who were in the class.

****

C-3

SECONDARY

PART A -- RACIAL MIXING

1. In the Classroom

SCORE 5.4
CODE B_{maj} -
****

Student seating seems mixed, even when allowed to choose. Both advanced and basics classes were mixed. Multi-cultural bulletin boards seemed lacking, however. P.E. segregated by gender.

****

SCORE 5
CODE B_{maj} -
****

The team observed 34 instructional settings during the past two days. For the most part, racial mixing in the classroom was proportionate to the school population and most seating arrangements reflected different racial groups seated next to each other. However, at least eight instructional settings reflected groups of students segregated or seated by race. There were very few multicultural bulletin boards in classrooms or other multicultural displays. Contributions were across racial lines and classrooms reflected a comfortable, relaxed and accepting environment.

****

SCORE 5
CODE B_{mi} -
****

(1) Good seating distribution was noted in most situations. (2) Concentration on multicultural bulletin boards could add emphasis on racial mix in positive ways. (3) Equal gender and racial contributions to the class activities were observed. (4) In most advanced classes it was noted that there were few minorities. (5) Asian students tended to separate in classes possibly due to language differences. (6) The ASB tended to have mostly minority members while the yearbook staff was predominantly majority.

****

SCORE 4
CODE B_{maj} -
****

The team's observations of classrooms were limited by the degree of pull-out over the past two days for the concert. Observation of children and young adults left in the rooms for the most part, reflected racial mixing with the exception of several high ability groupings and several low ability groupings. The high ability groupings were predominantly Anglo, the low, predominantly Minority (Black). Very little multicultural bulletin boards or displays in classrooms. With just a few exceptions, no observations of put-downs or name calling and positive and equitable teacher-student interaction.

****

SCORE 4
CODE B_{maj} +
****

Good mix in most classes, however there was a preponderance of majority students in advanced classes. Few girls in "Computer Literacy" classes and not mixed-- also absence of Black and Hispanic students. Little or no evidence of multi-racial bulletin boards in classrooms.

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ELEMENTARY

PART A -- RACIAL MIXING

1. In the Classroom (continued.)

SCORE (5)
CODE Maj + -

Classrooms throughout the school were primarily well mixed. Students of different racial/ethnic groups were seated next to children of other racial/ethnic groups. No racial putdowns noticed anywhere. Little evidence of multicultural bulletin boards or displays were noticed, although many examples of student work were displayed. Students did not demonstrate resistance towards working together. Most observations reflected students working independently or in teacher-led groups. Very positive teacher comments and encouragement toward kids.

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SCORE (4)
CODE Mi + -

Magnet classes have best representation. Many classes are predominately one ethnicity. Positive reinforcement by teachers. Some trivial instances of rudeness. Mixed seating usually. Good multicultural bulletin boards. Not all classes have White students in proportional numbers. Some instances of racially identifiable academic grouping.

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C-4

77

SECONDARY

PART A -- RACIAL MIXING

1. In the Classroom (continued.)

SCORE (4)
CODE Bmi -

Most classroom settings reflected good racial mix, with students seated throughout the classroom next to students of other races and genders--exception: ESL classes and sheltered English which by other (Not legible). Teacher's bulletin boards did not reflect contributions of different racial/cultural groups. These tools could be better used as a teaching device for subject and cultural awareness. Did hear racial put-downs; concern that teachers give equal time to all students. General classes were well mixed. Advanced classes and special education classes were not well mixed.

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SCORE (4)
CODE Bmaj -

General academic area classrooms seem mixed. Advanced math classes do not reflect Hispanic representation. P.E. seems very segregated by male and female. Little group work was observable in classes. There is very little evidence of interest in multicultural aspects of education. More specific assessment and planning are needed to assure that resegregation does not occur. Multicultural displays, group work, multicultural personal objectives will more actively bring students together.

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SCORE (4)
CODE Bmi -

The team observed racial mixing in 72 instructional settings in the past two days. Many teachers have made efforts to display multicultural bulletin boards. General classes were racially mixed and students seated next to different students of other races. Some racial isolation was observed in a few rooms by seating pattern or between boys and girls. While ESL classes were Indochinese, gender mix was observed. Little evidence of teasing, put-downs or racial slurs in the classrooms was observed. A preponderance of majority students in a few advanced settings, the reverse true in some low ability settings. Most observations were of students in teacher-directed settings. Few group settings observed.

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SCORE (3)
CODE Bmi -

Students tend to sit together in racial groups--however, conversation is across racial lines. Little evidence of multiracial bulletin boards. Advanced classes tend to have a disproportionate number of White and Asian students. P.E. activities observed during visit were not co-ed.

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SCORE (3)
CODE Mi +

In Magnet classes and more difficult electives, students from different racial groups interacted fairly well. However, in the preponderance of classes constituted almost exclusively by minority youngsters, there was little interracial interaction.

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ELEMENTARY

PART A -- RACIAL MIXING

1. *In the Classroom (continued.)*

SECONDARY

PART A -- RACIAL MIXING

1. *In the Classroom (continued.)*

SCORE (3)

CODE B maj -

Some classes almost all White; some almost all Black. Unequal distribution. Several upper level classes were all White (Trig/Physics/German, for example). Some seating mixed; others not. Where integrated, good mixing observed. Some unequal feedback to teacher (one color). One White teacher responded to only by White students. Some inequity of participation. Some teachers did not call on students equally. Also gender differences, predominantly male in upper level science. Bulletin boards generally did not reflect multicultural contributions; some did. Better mix in some Magnet classes. Summary: We saw a real variety from classes totally separate by race to those that were well mixed. Classes often did not reflect racial mixture of the school. Still need to work on mixing seventh grade classes. We question the practice of assigning Magnet students to one counselor/resident to another. Please re-examine.

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SCORE (3)

CODE Mi +

There is much the school can do to foster better mixing, even given constraints. Lack of tension. This calmness more neutral than positive energy. Types of special classes lead to some fragmentation, possibly tracking which makes it more difficult to obtain good mixing. Therefore limited mixing. Special Ed.: too many male minority students. Bulletin boards could show more multicultural displays. Magnet students seem to be separate rather than immersed in total school. Better mixing in Magnet classes, swimming and gymnastics particularly. Some gifted well mixed, others not. Some back row students seem lost. Give less choice to students. Teachers can change seating--assign seats to foster better mixing and participation. Some separation by boy/girl, particularly in some P.E. classes.

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PART A -- RACIAL MIXING

2. *At Lunch:*

SCORE (6)

CODE Maj - -

Groups not segregated by race; often are by sex, better at lunch than recess. Better mixing on upper elementary than in primary. Free from tension; everyone at ease. No horseplay; certainly no fights. A few groups were all White; a few Black males eat alone; a few Whites eat alone, but all seem to mix well.

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SCORE (6)

CODE B mi + +

Line up for lunch and table seatings were extremely well mixed. Many adults supervising children. Children appeared happy, relaxed and talked freely. The logistics of feeding so many children, so quickly is to be commended. Some tables separate by gender, but always well balanced by race. Cafeteria workers were mostly adults, but several children of different races and gender observed.

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PART A -- RACIAL MIXING

2. *At Lunch:*

SCORE (5)

CODE B maj +

Students mix very well for the most part. Students move freely and comfortably between groups. No evidence of territorialism. No evidence of name-calling or racial slurs. Play groups are fairly well integrated.

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SCORE (5)

CODE B maj -

Students at lunch were observed mixing in a natural and positive manner. No hostile racial territories were observed nor areas where any one group dare not tread. Indochinese/Asian students were observed primarily in the inside eating area while outside eating areas were far better mixed. No hostilities, racial slurs or put-downs. Kids were very friendly, open and appeared comfortable with each other whether in group or not.

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ELEMENTARY

PART A -- RACIAL MIXING

2. At lunch (continued.)

SCORE (6)
CODE B maj - -
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Tables were assigned by grade level and were integrated. Students were comfortable, talking freely across racial lines. Student cafeteria workers were mixed. There were occasional exceptions, but these were very few.

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SCORE (6)
CODE B maj + -
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Very good mix at lunch tables and in cafeteria lines. Good mix of cafeteria workers.

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SCORE (6)
CODE B mi - +
****

Students are naturally mixed. Lots of moving and resettling. Not contesting. Lines mixed well. System prevented resegregation.

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SCORE (4)
CODE Hi + -
****

Fairly good racial mix, but extensive separation in grades 2-6 by gender. Some separation of certain Asian groups during play period. Students talk freely across racial lines.

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SCORE (4)
CODE Hi - -
****

Boys and girls at different tables. Generally not reflective of overall general assessment. Majority students not visible at lunch tables. Do many school students mix with the regular program? Is there an "open" playground versus a closed one as per room? Perhaps an open playground will offer other opportunities for integration.

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SCORE (3)
CODE Maj + -
****

Most of the isolation noticed at lunch may primarily be due to the fact that the Indochinese children are receiving the free hot lunch. Some mixture at tables was observed, yet many tables were all Indochinese children. Play generally well mixed, however, one group observed consisted of all Indochinese children.

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SECONDARY

PART A -- RACIAL MIXING

2. At Lunch (continued)

SCORE (5)
CODE B mi -
****

Most Asians stay on campus for free lunches, many others leave but no ethnic activity seemed to exist.
Ethnic Food Fair was well organized and participated in by all racial groups and by both students and staff.

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SCORE (5)
CODE B maj -
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Lunch areas were well mixed, no separation in line. Some resegregation in locker area.

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SCORE (4)
CODE B maj -
****

Lunch lines by grade level were mixed and free lunch distribution was not obvious. The team commends the school for this. Lunch on the lawn mixed by sex, but not by race. Inside lunch at tables reflected tables grouped by race with more mixing at the younger age level. The dancing at lunch reflected a good mix and adult participation. Kids appeared happy, safe and relaxed.

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SCORE (4)
CODE Hi +
****

Gender and racial separation observed. Lunch line arrangement excellent. Good supervision at lunch. Groups more evident: Brown girls together, White girls together, Black boys together. Some territorialism. Perhaps the activities you are planning will help.

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SCORE (3)
CODE B mi -
****

Separation by ethnicity inside, out. Eating by groups ethnically. Much grouping ethnically. Two outside lines specifically visible as free lunch and paid and ethnically separate. Much free talk. Positive interactions. Language barriers probably contribute to the seating pattern.

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SCORE (3)
CODE B maj -
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Cafeteria area - most with own racial groups. High school patio - completely segregated (white). Back playground area - (1st lunch) - completely segregated (bl (2nd lunch) - mixed. No territories observed. Students move freely about the area and seem to get along well, although they generally choose to eat and talk with students of own race/ethnic group and race.

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ELEMENTARY

PART A -- RACIAL MIXING

2. *At Lunch (continued)*

PART A -- RACIAL MIXING

3. *Recess*

SCORE (6)

CODE B--- + + mi

While there were some isolated groups by gender or race, most were well mixed and interacted well. Groups that were isolated didn't remain that way long. Very few incidences of conflict. For limited facilities and the high degree of energy and activity observed, what could be a volatile situation was not. Excellent supervision by multiracial staff members. Line ups by boys and girls were observed. This may be in conflict with Title IX efforts. Play areas shared by pupils of all races. No territories observed.

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SECONDARY

PART A - RACIAL MIXING

2. *At Lunch (continued)*

SCORE (3)

CODE MI +

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The majority of tables in the cafeteria were segregated. The same is true of student interactions.

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SCORE (3)

CODE B--- - mi

****

Students tend to sit in racial groups by gender for the most part. Lines in the cafeteria are heavily minority. No evidence of territorialism or racial slurs. Students move in and out of racial groups freely and comfortably.

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SCORE (3)

CODE B--- - maj

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First lunch reflected some degree of integration. Second lunch did not. Most tables were strictly by ethnicity. Outside lunch lines were mostly Hispanic, inside majority or slightly mixed. Not much mingling or talking across ethnic lines. Clusters by ethnicity.

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SCORE (3)

CODE B--- - mi

The cafeteria area is predominantly Indochinese children seated at predominantly Indochinese tables, some separated by gender. There was some cross racial mixing observed in the cafeteria, but it was very limited. While the outside area was better mixed, students did still tend to eat in same race groups. The free lunch outside and to some extent inside was not obvious and the lines were free and open. Some racial slurs heard and the initiation of an Asian/Black altercation. The isolation observed did not appear to be caused by intimidation, but rather by cultural and commonality factors.

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PART A -- RACIAL MIXING

3. *Recess*

Not applicable.

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ELEMENTARY

PART A -- RACIAL MIXING

3. Recess (continued)

SCORE (6)

Good racial mixing, particularly in the lower grades. Some resegregation in the upper grades playing kickball. But for this minor exception, the degree of mixing and the absence of clusters by race was noteworthy.

CODE
S maj - -
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SCORE (6)

Students seem to be mixing with each other quite naturally. Some resegregation because of language difficulties occurred, but this seemed to be unavoidable.

CODE
S mi - +
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SCORE (5)

Mix well by race/ethnic/handicapping condition but not by sex. Upper elementary better than primary as far as mixing. All played together well.

CODE
Maj - -
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SCORE (5)

Excellent mix at the primary grades. Some evidence of grouping in the upper grades particularly in the more vigorous games. Gender mix extremely good at all grades. Disabled youngsters mix very well in play groups.

CODE
S maj + -
****

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SCORE (5)

Many of the children observed were well mixed by race and gender, however, many small groups (3-7) were racially segregated as evidenced by a common language other than English. Many female Asians were also segregated and not included in the male play groups and vice-versa. There was no territorialism observed and many close inter-racial friendships were noted. Gender separation occured when students lined up.

CODE
Mi + -
****

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SCORE (5)

Students assigned play areas. No conflicts. Integration looked pretty good for numbers and percentages. Students showed hesitation in mingling and playing together.

CODE
Mi + -
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SECONDARY

PART A -- RACIAL MIXING

3. Recess (continued)

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ELEMENTARY	SECONDARY
PART A -- RACIAL MIXING 3. *Recess (continued)* SCORE (5) CODE Maj + - **** Recess during rainy day inside was well mixed. Children played well together and in free choice situations demonstrated a mixture in games. Just one area was observed that consisted of all Indochinese children. No name calling or put-downs were observed and kids appeared relaxed and happy. **********	*PART A -- RACIAL MIXING* 3. *Recess (continued)*
PART A -- RACIAL MIXING 4. *School Grounds* SCORE (6) CODE Mi - + **** Students seem to be mixing with each other quite naturally. Some resegregation because of language difficulties occurred, but this seemed to be unavoidable. ********** SCORE (6) CODE Mi + - C9 **** A great deal of interaction and mixing on the school grounds before, during and after school. The reading room, for such a large area, reflected excellent organization and mixing. No racial territories. Bulletin boards in halls reflected different ethnic groups. Counseling center and other rooms used for pull out were well mixed. Children of different races initiated contact with each other. ********** SCORE (6) CODE Mi + - **** Play groups were very well mixed before and after school. Seating in cafeteria for breakfast was mixed. Many bulletin boards reflecting multiracial examples were in evidence on school grounds. Some gender separation in lines returning to class. ********** SCORE (6) CODE Maj + - **** Transported students, including disabled youngsters, disperse and mingle extremely well. Multiracial bulletin boards were in evidence in the main office, cafeteria, and library. **********	*PART A -- RACIAL MIXING* 4. *School Grounds* SCORE (5) CODE Mi - **** ROTC bulletin board and board in front of the Student Body Shop were definitely reflective of multicultural awareness. The lockers in the 900 building area seemed to be "reserved" for Asian students which, while possibly convenient to ESL bungalows, did seem to isolate this group. There were no signs of selected racial territories as evidenced by the lack of graffiti throughout the campus. ********** SCORE (5) CODE Maj - **** School grounds were generally well mixed. Pictures of students (ASB) on campus reflected different races and multicultural materials and displays were observed in the library as well as student workers of different races working together. One area between classes (200-300 building) tended to be an area where Black students primarily met. However, other individuals and groups could move freely through the area and the group dispersed quickly when the bell rang. VEEP students dispersed quickly upon arriving on campus. While locker areas are mixed, many students did tend to move in same race group. ********** SCORE (5) CODE Maj - **** Good intermingling; no territorialism in evidence. Many cross ethnic pairs. Absence of multicultural/racial boards or display of student achievement/awards. Locker area well-mixed. ********** SCORE (5) CODE Maj + **** Bulletin boards and display case on campus do not foster or reflect multiracial examples of people and events. Students do mix well with no signs of territorialism. **********

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ELEMENTARY

PART A -- RACIAL MIXING

4. School Grounds (continued)

SCORE (5)
CODE Maj + -
****

Media center reflected many different groups of children working together on computers, slide tapes and CCTV. CCTV groups mixed. Different children observed arriving and leaving the area. Some groups all Indochinese because they are grouped by reading ability.

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SCORE (5)
CODE Maj - -
****

Students friendly. Line up well, mix well. Bused students did come in after other students had gone to class. Calm atmosphere. Students go to and from class in relaxed manner. One patrol was all White. (School is 80% Anglo). All girls serving in kitchen. Boys do milk and tickets. Status? Both White and minority students in nurse's office, treated equally well. Bulletin board - citizen of the month.

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SCORE (5)
CODE Mi + -
****

School grounds like most classrooms show a predominance of one ethnicity. The other ethnicities mixed easily. Students went to group play with no hesitation. No name calling. No untoward grouping.

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SCORE (0)
CODE B maj - -
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NA

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C-10

SECONDARY

PART A -- RACIAL MIXING

4. School Grounds (continued)

SCORE (4)
CODE B maj -
****

No evidence of racial territories around campus. Locker areas mixed and students dispersed quickly from there. Students move around campus in same race groups in many cases and in smaller groups in a more mixed fashion. The performance mix was commendable and student respect for each other noticed. Some races seated were same race, others mixed. Kids moved freely and safely, even in same race groups. No hostility observed. Some dance routines less mixed than others.

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SCORE (4)
CODE B mi -
****

No definite signs of racial territories were observed on school grounds. School ground bulletin boards and displays in front of the campus, in some hallway areas and the library reflected multicultural contributions. Lockers were mixed, however students tended to move in same race groups and before and after school to cluster by same race. Some incidences between racial groups were observed. One led to a fight prior to school near the parking lot. Library tables were mixed. Students worked together at the library tables observed. Black and White student workers observed in the library.

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SCORE (4)
CODE B mi -
****

No evident territorial stakeouts. Obvious lack of bulletin board and showcase disp of multicultural contribution. (Typical of high school to be subject oriented). People of same sex and same race interacting. At some points, there was interchange. Media center and counseling centers have good environments, but little multicultural display. Counseling and Media Center are conducive environments to mixing. No hostilities or conflicts were observed.

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SCORE (4)
CODE B maj -
****

No visible tensions. Students enjoy each other during passing periods. Locker areas - some self segregation, but some mixing, too. Not a clumping of White, Blac or Hispanic areas. At least one incident of name-calling of a racial nature overheard. Buses - Students disperse well from and to buses. Very smooth. Conversations very positive. Great idea - chalkboard visible to students. Lack of bulletin boards. Hopefully, the projects described to improve pride and the work of student on lockers, etc. will improve this situation.

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SCORE (4)
CODE B mi -
****

Students move freely on campus with no evidence of tension or territorialism. Students in the VEEP program arrive on campus and leave campus easily and freely. Little evidence of multiracial bulletin boards and displays. Students tend to walk in racial groups.

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ELEMENTARY

PART A -- RACIAL MIXING

4. School Grounds (continued)

C-11

PART A -- RACIAL MIXING

5. Staff

SCORE (6)

CODE B---- mi + +

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This campus appeared to be a warm, hardworking campus. Classified and [illegible]ficated mixed well across all the races represented among the adults. Staff greet[illegible]he team and made them mix with them. Lounge, office and workroom were mixed. [illegible]lts supervising children reflected a good racial mixture. The one race underrepresented at the site were Indochinese, especially with the growing number of Indochinese children present.

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SCORE (6)

CODE Maj - -

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Seem to mix very well together in lounge. Gender mixing hard to observe--only one male teacher. Aides apparently go home before lunch; are generally friendly to each other on campus. All support staff primarily White female.

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SECONDARY

PART A -- RACIAL MIXING

4. School Grounds (continued)

SCORE (4)

CODE B---- maj -

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Segregation by sexes in P.E. Non-suits kept in a "pen"? Counseling center reflected positive interactions with students of all races. All student traffic flowed easily and without incident. Majority students tended to group and minority walked with minority. There were pleasing exceptions. No conflict. Students moved easily from buses to grounds to classes. Locker assignments appear to be scattered, creating much intermingling. No sign of selected racial territories.

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SCORE (3)

CODE MI +

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Calm atmosphere. Would like to see school spirit. Lack of racially mixed groups; some pairs mixed, but not many. At least two racial territories--one Black, one Brown. Adult supervisors move to disperse groups. Supervision is good and visible. Students are respectful. Hispanic girls cluster together, White girls cluster togeth[illegible] Seems to be conscious effort to have students remove clothing, which could be indicators of gang activity. Moving in right direction, but more conscious effort is needed to foster more mixing. Most office helpers appear to be female. Mural in library (multicultural).

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SCORE (3)

CODE MI +

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Students tend to walk and group by race. Some evidence of territorialism, however, students from other racial groups do not seem to fear movement in these areas.

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PART A -- RACIAL MIXING

5. Staff

SCORE (6)

CODE MI +

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There was evidence at departmental and staff potlucks that staff are positive and comfortable across racial lines.

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SCORE (5)

CODE B---- mi -

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[illegible]unication and rapport is good between classified and certificated staff.

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ELEMENTARY	SECONDARY
PART A -- RACIAL MIXING	*PART A -- RACIAL MIXING*
6. Staff (continued)	*5. Staff (continued)*
SCORE (6) CODE B maj - - **** In the lounge there was an excellent atmosphere and racial mixing: teachers and aides were smiling and laughing, and they asked each other about personal activities. The building services supervisor, cafeteria staff, and office staff were very cordial and helpful. The ethnic makeup of the staff is not representative of the district, overrepresenting minorities; however, this appears to be related to the nature of the magnet program.	SCORE (4) CODE Mi + **** Staff seems to mix racially but not much by job role. One lunch table, all people of color one day. Lunch by department, but mixed by race, gender and job role. During prep periods, mixing observed. Limited opportunities to observe staff. Good to see both male and female aides.
SCORE (5) CODE B mi - + **** Difficult to assess.	SCORE (4) CODE B maj - **** Majority of staff were out-going and positive with each other. Staff reflects some racial mix administratively, instructionally and in support areas. Cooperative efforts of staff to put on performances. Limited time and settings to actually observe staff.
SCORE (5) CODE Maj + - **** For a small staff with few minority members and limited observation time, everyone appeared to mix well and show respect for each other. Staff-aide interaction very positive.	SCORE (4) CODE B mi - **** Difficult to view or observe. Lounge was ethnically mixed on occasion. Faculty cafeteria mixed. Interchange free and easy. Staff were friendly, candid, and conversational. Much humor was observed. Staff members observed were friendly and interacted freely with other staff members. Was told by one staff member that they seldom see others from the staff.
SCORE (5) C-12 CODE Mi + - **** Staff was cordial to each other. They did not mix well in ethnicity. They expressed themselves freely and comfortably. There was sensitivity to each others feelings and comfort. There was a preponderance of one ethnicity in the lounge.	SCORE (4) CODE B mi - **** Team members saw different things: 1) Staff lunch tables in workroom/lounge were mixed (one observer). Another observer saw segregation in staff lunch area. (Reason given was departmental; but visually looked like race segregation). 2) More White teachers eat in lounge. Many Black teachers eat in classroom; many many White teachers also eat in classrooms. This may contribute to isolation, although no judgment (good-bad) is imposed. It would be nice to have more Black male teachers or Hispanic or Asian on staff.
SCORE (4) CODE Mi + - **** Little opportunity to observe in this area.	SCORE (4) CODE B maj - **** Balance not visible, records however, indicate there is. Lounge areas mixed classifi and certificated.
SCORE (4) CODE B maj + - **** There are few minority teachers and, with the small lounge, there is little opportunity for mixing. With a separate area for coffee for volunteers, we see little opportunity for volunteers and paid staff to mix.	SCORE (4) CODE B maj - **** Staff is not well integrated. Majority dominate. Media staff shows integration somewhat. Insufficient minority staff are assigned to give the appearance of integration. Racial make-up of total staff does not reflect racial make-up of student body.

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ELEMENTARY	SECONDARY
PART A -- RACIAL MIXING 5. *Staff (continued)*	*PART A -- RACIAL MIXING* 5. *Staff (continued)*
	SCORE (3) CODE $\frac{}{}_{mi}$ - **** Little staff mixing was observed. The several small lounges may be convenient, but do discourage the opportunity for staff mixing. No Asian staff members were generally observed in areas other than in their classroom or their particular work stations.
	SCORE (3) CODE $\frac{}{}_{mi}$ - **** Limited opportunities to observe staff mix. Those observations we did make, seemed to reflect that staff worked well together. Few opportunities to see racial mixing. Didn't see much racial mixing in any of the lounge areas.
	SCORE (3) CODE $\frac{}{}_{maj}$ - **** The staff does not reflect the racial distribution of the school. Very few minority staff members were observed. No Black staff members were observed.
	SCORE (3) CODE $\frac{}{}_{maj}$ + **** Very limited representation of minorities on staff to begin with and even less apparent racial mixing.
PART A -- RACIAL MIXING *General Assessment* SCORE (5) CODE $\frac{}{}_{mi}$ + + **** The team observed all classrooms, lunch, recess, counseling center, reading room, office, workroom, lounge and general school grounds and found a high degree of racial mixing in all settings. While many areas reflected multicultural bulletin boards, approximately a third did not with the most underrepresentation of Indochinese. A naturally mixed community is reflected at this site and the team commends the site for their use of limited facilities.	*PART A -- RACIAL MIXING* *General Assessment* SCORE (5) CODE $\frac{}{}_{maj}$ - **** Student racial mixing excellent; good comfortable interaction, group work and Media Center well mixed. Well integrated community carries over to the school. Student racial mixing excellent. Good intermixing. Good interpersonal reactions. Well integrated community carries over to the student. No territorial stake outs. No conflicts. No name calling. Equal contribution and recognition of contribution by ethnicities.

C-13

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PART A -- RACIAL MIXING

General Assessment (continued)

SCORE (6) — Well mixed by ethnic/race and male/disabled, but not by sex. Very segregated by sex. Line up by boys/girls. Friendly, calm, relaxed atmosphere. Mixing appears to be natural, accepted. Lunch, before and after school also calm and untroubled. Staff mixes well.

CODE Maj - -

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SCORE (6) — Overall, the racial mixing was noteworthy and unusual, given the fact that students arrive on buses from a variety of communities, often with one predominant ethnic representation. Once on the school grounds and in the classrooms, this ethnic pattern largely disappears.

CODE Maj - -

****

SCORE (6) — Racial mixing of students is good. Few areas of significant ethnic (SIC) were observed.

CODE Mi - +

****

SCORE (5) — Student racial mixing seems to be as good as possible with the available ethnic count. Classrooms were never segregated except that there are not enough Whites, Asians, or Hispanics to create a good mix. Staff is better mixed, though Whites dominate as teachers. Very little grouping by ethnicity in lounge, etc. The magnet obviously adds to and helps the integration.

C-14

CODE Mi + -

Since _____ operates as a school within a school with a magnet, we would hope that there are many opportunities for the students from both programs to interact and integrate. Some examples of doing this would be open program, awareness of magnet tracking, student council, and other provisions for both programs to interface their student bodies.

****

SCORE (5) — Students mix naturally very well. In some instances, gender separation observed outside of the classroom is occurring. Seating in the classroom and small work groups are well integrated.

CODE Mi + -

****

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PART A -- RACIAL MIXING

General Assessment (continued)

SCORE (5) — Students of different races mixed well on the grounds and in the classroom except that in some situations Asian students tended to isolate themselves. Overall, the racial mix of this school is above average.

CODE Mi -

****

SCORE (5) — The overall mix of the school observed in and out of classrooms was good. The lack of adult minority staff should be noted. All the ingredients for an outstanding racial mix were observed, but not always structured for racial mix within each classroom.

CODE Maj -

****

SCORE (5) — Racial mixing seemed to occur in most classrooms with race/ethnicity represented. Although racial interaction seems to be occurring, it was noticed that there is a great deal of writing on walls, doors, and restrooms; this would indicate an undercurrent of negative feelings and is of concern.

CODE Mi -

****

SCORE (5) — Students seem to mix well and have a general feeling of comfortability in and out of the classroom. On the other hand, there is a noticeable lack of multiracial bulletin boards and an apparent lack of cross-cultural mixing on the part of the staff.

CODE Maj +

****

SCORE (4) — Student mix in regular classrooms seems appropriate: English 7 and 8, Math 7 and 8, etc. Mix in advanced classes was much more heavily majority only. In some classes students tended to cluster, but usually the mix throughout the classroom was adequat There was little mingling or interaction between students evident in classrooms. Activity classes were best: art, graphic arts, etc. Physical education classes were predominately male or female. Perhaps more cooperative effort and group work in classrooms would lead to more evident mixing at lunch and on grounds. Since it is evident that such clustering is taking place (Hispanic students cluster with Hispanics and Anglos cluster with Anglos), then there is room for improvement. Work must be done to cause students to feel comfortable in cross-ethnic situations that will lead to interethnic socialization on grounds and in the classroom. It is proposed that this process can start in classrooms with more purposeful inter-ethnic group work, more attention to a cooperative learning environment, and more student-to-student interaction in the classroom. CRISD resources should be used for ideas and resources. Teachers should become familiar with the characteristics of the Hispanic student (CULTURE) and put those characteristics to work in the classroom See your facilitators for inservice on CLE: Cooperative Learning Environment.

CODE Maj -

12

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ELEMENTARY

PART A -- RACIAL MIXING

General Assessment (continued)

SCORE 5

CODE Maj + -

Very good mixing of all students in all settings. Classroom seating is very nicely mixed as are the small work groups within each class. Disabled youngsters are very well received by others and are included in all work groups and play groups.

****

SCORE 4

CODE Maj + -

Teacher attitudes observed were positive towards all children. The best mixing observed was within classroom settings. The lunch and play areas reflected some isolation. No territories were observed.

****

C-15

SECONDARY

PART A -- RACIAL MIXING

General Assessment (continued)

SCORE 4

CODE MI +

School has to make more effort toward mixing and there may be cultural constraints and other things that make it difficult, but it's still needed. Suggest activities to foster mixing, such as Cooperative Learning, simulation like Bafa Bafa activities which you are planning for lunchtime. Efforts are needed both in classrooms and out. There is a calm atmosphere and lack of hostility, but the team would like to see more positive energy and mixing and school spirit. Need to integrate Magnet students into the school more. Good mixing seen in Magnet. The mixing is adequate or acceptable, but the possibility exists for doing more to make it even better.

****

SCORE 4

CODE Maj -

The racial mixing observed in and out of classrooms was average. Students appear comfortable when asked to work together, but tend to resegregate during passing periods and when on school grounds.

****

SCORE 4

CODE Mi -

General racial mixing in the classroom was stronger than in other out-of-classroom areas. Clusters of same race students were not used to intimidate, harrass or slurs for the most part (sic). Movement between groups was possible although not always observed.

****

SCORE 4

CODE Maj -

Buses - good situation. Good mixing in integrated classrooms. We acknowledge some constraints based on previous years, but encourage you to keep working. Imbalance in classrooms really needs to be improved. Where class numbers are sufficient, mixing is good. But too many classes are still isolated by race and some by gender. Resident classes are still predominantly minority; upper grades predominantly White. Multicultural bulletin boards; few observed; could be more. We note efforts by students and staff to improve school site. Great, keep it up! You seem to be aware of and are working on improving these areas; we applaud your effort and urge you to keep going!

****

SCORE 4

CODE Mi -

Students tend to group racially both in and out of the classroom. Little evidence of multiracial bulletin boards. Little evidence of territorialism.

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ELEMENTARY	SECONDARY
PART A -- RACIAL MIXING	*PART A -- RACIAL MIXING*
General Assessment (continued)	*General Assessment (continued)*
	SCORE (3) CODE Mi + **** In most classes and out of the classroom, students tend to group in small by race. In more difficult elective classes and Magnet classes, there is evidence of interaction.
	**********
PART B -- QUALITY OF INTERACTIONS	*PART B -- QUALITY OF INTERACTION*
6. Student-Student	*6. Student-Student (continued)*
SCORE (7) CODE S maj - - **** In the classrooms, the quality of interaction was outstanding. Students, for the most part, were helpful, supportive, and polite. We heard not one racial slur and only a few typical putdowns. We observed one fight, but were impressed with how it was handled and the good response of the two students. Generally, there is a feeling that the students enjoy school and each other--it's a friendly place.	SCORE (6) CODE S maj - **** The team observed a unique coming together of students of different backgr Students observed demonstrated respect for each other, showed no resistanc towards working together and appeared happy and relaxed. Support for each was observed. Students were well socialized and older children were obser helping younger children.
**********	**********
SCORE (7) CODE Mi + - **** Students are relaxed and friendly - students are very supportive of each other, both in and out of the classroom. No evidence of fighting or name-calling and no evidence of territorialism.	SCORE (6) CODE S maj + **** Students seem calm, relaxed, and friendly. No evidence of territorialism slurs. Many multiethnic friendships were noted.
**********	**********
SCORE (6) CODE S maj + - **** Students of all racial groups seem happy and supportive of one another. Students have devoted their own time to being trained to assist disabled youngsters and interaction is extremely positive.	SCORE (5.6) CODE S maj - **** Students were friendly and courteous toward each other. There were positi interactions among students. Students worked together and talked freely across racial lines, they felt comfortable moving among groups. This is of the most courteous student bodies we have ever seen.
**********	**********
SCORE (6) CODE S mi - + **** Usually excellent. One teacher seemed to allow or permit a lower quality of interaction.	SCORE (5) CODE S mi - **** Students interaction seemed to come about freely and naturally. Students to care about one another and have friends outside of their own ethnic b No negative student to student encounters were observed throughout the vis fact, there were some evidences of good fellowship between students.
**********	**********

C-16

14

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ELEMENTARY

PART B -- QUALITY OF INTERACTIONS

Student-Student (continued)

SCORE (6)
CODE Maj - -

Impressed by number of students helping each other. No evidence of racial slurs and fighting, no tension in air. Uncommonly positive student-student interactions. Students seem to be very relaxed and happy, at school, ready to learn. Also play together well. Degree to which students get along is excellent. Can't tell any difference in kids from SDL classes or by race/ethnic.

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SCORE (5+)
CODE $\overset{\text{Maj}}{\text{mi}}$ + +

High degree of interaction observed in the instructional settings such as lunchroom and playground. In general, much positive interaction and evidence of "comfortability". Kids merged, mixed, initiated conversations. Some incidence of conflict were observed, however, these did not lead to any serious situations. When asked, students spoke highly of their teachers and friends. Interactions were natural and students did not demonstrate resistance towards being together.

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SCORE (5)
CODE Maj + -

Students talked to each other and demonstrated respect for each other. Students were willing to talk about their school and greeted the team and talked with them. No resistance towards being with each other was observed. Most opportunities to observe reflected students teacher-directed in larger groups or doing seat work.

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SCORE (5)
CODE Mi + -

Good. No hesitation at mixing. Friendly, relaxed.

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C-17

SECONDARY

PART B -- QUALITY OF INTERACTIONS

6. Student-Student (continued)

SCORE (5)
CODE $\overset{\text{Maj}}{\text{mi}}$ -

Student to student interactions were positive. Almost no racial slurs were heard and kids worked with each other and showed no signs of hostility towards each other. Interactions appeared comfortable and relaxed. Interactions were observed between genders, races and handicapping conditions. No evidence of rude or discourteous behavior.

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SCORE (5)
CODE $\overset{\text{Maj}}{\text{mi}}$ -

Interaction in classroom was congenial. High level of acceptance not depending on which students were quantitatively the minority in class. When groups are mixed, interactions were very good. During passing periods, good, friendly interaction was seen. Disabled child accepted well. No stress observed on faces of students or in conversations. No evidence of intimidation. Students move freely about camp. Very impressive to see students discussing their academic work.

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SCORE (5)
CODE Mi +

Students appear comfortable and relaxed on campus. Students are supportive of each other.

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SCORE (5)
CODE $\overset{\text{Maj}}{\text{mi}}$ -

Campus seems very calm. Individual students appear to be comfortable moving from one group to another. Some evidence of racial slurs and racially-motivated fights. Students seem to work together cooperatively in the classroom.

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SCORE (4)
CODE Mi +

Adequate, but needs improvement. Although interaction generally acceptable. Groups of 3-8 of same ethnicity observed. Students are calm and generally relaxed. Kids acknowledge racial fights, but do it off campus. Lack of quantity of interact a "letting alone." Students seem to get along or leave each other alone. Some students prefer to be alone or work alone. Students don't share a lot of personal territory. More a co-existence as opposed to sharing. A few racial slurs overhear. Overall, good.

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SCORE (4)
CODE $\overset{\text{Maj}}{\text{mi}}$ -

Students observed together did not show resistance or hostility towards each other, for the most part, yet did not interact voluntarily that often. No territoriality observed nor direct resistance towards working together. Some evidence of fighting, rude, and discourteous behavior to students of other races and a few special education students.

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ELEMENTARY

PART B -- QUALITY OF INTERACTION

6. Student-Student (continued)

SCORE (6)

CODE Maj - -

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SCORE (6)

CODE Maj - -

****

SCORE (6)

CODE Maj - -

****

SECONDARY

PART B -- QUALITY OF INTERACTION

6. Student-Student (continued)

SCORE (4)

CODE Maj -

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I saw very little mixing between the racial groups. Many Asian students seemed isolated. Students of other races interacted more freely. In the library, passing between classes, and in classrooms where students were working together, there seemed to be mutual respect. Materials were shared.

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SCORE (4)

CODE Maj -

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No observable hostility. No racial slurs. No conflict. Behavior generally good. Students seemed calm, relaxed, and at ease. No evidence of territorial exclusion. Territorial sharing. Movement about campus is natural and unrestrained. In classrooms, there is little interaction between students; at lunch interaction tends to be within same ethnicity.

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PART B -- QUALITY OF INTERACTION

6. Student-Adult

SCORE (6)

CODE Maj - -

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The principal knows students by name; very friendly relationship. In the classroom the teachers and aides treated students with respect and equality. The media center staff have provided a warm atmosphere, as evidenced by their positive, constructive praise. The students have trust in their adult relationships. There were exceptions, but for the most part, interactions were positive.

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SCORE (6)

CODE MI + -

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Very warm and relaxed atmosphere. Teachers are friendly and supportive toward all students, particularly in the classroom. Discipline is equitable and effective. Good rapport between administration and students. Not much adult-student interaction observed at lunch or during play periods.

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SCORE (6)

CODE Maj - -

****

Overall interaction is positive. Much positive reinforcement from teachers, e.g. "good work" stickers, "nice work," "nice talking," "I like the way you're sitting." At least one teacher appears to call on minority less frequently than majority students. "Grandma's" interactions with kids and custodians' interactions with kids are great! Kindergartens are a delight! Personal attention to students. 4th grade - businesslike, but very warm, friendly class. Many classes excellent interactions.

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PART B -- QUALITY OF INTERACTION

7. Student-Adult

SCORE (6)

CODE Maj -

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Many, many teachers treat students with respect, courtesy, professional interest. Most teachers were equitable with students; a few were not calling on all races. Some students weren't responding to teacher of a different color. Overall, very positive interactions - on task, but friendly - a very healthy closeness and good humor, smiles. Mutual self-respect. Very well behaved students. Both students and teachers on task of learning, but also on task of learning (sic).

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SCORE (6)

CODE MI +

****

Very good interaction between most teachers and students. Teachers seem supportive of student efforts and both groups seem comfortable with the other. Students and administrators seem to feel comfortable with each other.

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SCORE (5)

CODE Maj -

****

Principal displays a warm and caring feeling with/among students. He is well received by students. Evidence of mutual respect with students, teachers. Teachers acknowledged contributions equally across racial lines. Discipline actions were fair and equal across racial lines.

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ELEMENTARY

PART B -- QUALITY OF INTERACTION

7. Student-Adult (continued)

SCORE (6)
CODE Ami + +

Teachers and other adults on campus interacted extremely positively with the children. Adults praised children across racial lines, disciplined equitably, demonstrated a sense of humor and made themselves visible on campus in and out of the classroom. Adults demonstrated affection, enthusiasm and professionalism towards children and children demonstrated respect and regard for adults. Children also treated the team very positively and frequently greeted us and shared with us. Aides were racially mixed in rooms and interacted very well with children.

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SCORE (6)
CODE Maj + -

The team was impressed with the excellent staff-student interaction. Good praise towards all children. Praise and discipline administered equitably. A very friendly, hard-working staff. Staff smiled and encouraged children in their learning and touched students in a caring and supportive manner. The administrator was observed in classrooms observing and interacting with kids.

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SCORE (6)
CODE Mi + -

Relaxed. Easy. No sharpness. Mutual respect observed.

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SCORE (5)
CODE Bmaj + -

Principal is out on the grounds talking with and supporting students constantly. Students' attitudes toward adults are very warm and positive. Some teachers display a put-down attitude towards students generally. Most teachers seem to respond to all students fairly and warmly.

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SCORE (5)
CODE Bmi - -

Pleasant. Correct. Lacking in warmth at times. Very business-like at all times.

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C-19

17

SECONDARY

PART B -- QUALITY OF INTERACTIONS

Student-Adult (continued)

SCORE (5)
CODE Mi +

Generally, a reaching out by adults to encourage, motivate, assist students as individuals. Respect evident. Small class sizes would allow more opportunities for cross-racial interaction, student participation, group work and cooperative work and learning activities such as cooperative learning and/or simulation. Our Spanish class teacher used vocabulary as an opportunity to promote positive student conversation--bonita, linda, guapo. Foods class, good interaction. Art classes: good interaction, also ESL teacher very supportive ; another Spanish/Primary Language class very good interaction. A few classes didn't show high expectations, but most did. Some students lethargic.

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SCORE (5)
CODE Bmaj -

Staff-student interaction was very good. Interactions were relaxed, respectful, positive, caring and professional. Discipline was equitably distributed and evaluation of students handled very professionally.

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SCORE (5)
CODE Bmaj -

Positive interaction in classroom between teachers-students. Administrators relate to all students in a positive manner. Students appear comfortable in initiating conversation with staff members.

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SCORE (5)
CODE Bmi -

Students and teachers treated each other... (not legible)

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SCORE (5)
CODE Bmi -

Student-adult interaction seems positive and supportive. Teachers and administrators administer justice fairly and equally.

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SCORE (4)
CODE Bmi -

A possible "put down" comment was noted by a teacher saying, "Some of you don't have as rich a background as others, therefore, what are you going to have to do?" However, in most cases the rapport was seen as positive between students and adults. There were few teachers observed in hallways during passing or at lunch time out on the grounds. Students were definitely very courteous to visitors on campus.

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ELEMENTARY

PART B -- QUALITY OF INTERACTIONS

Student-Adult (continued)

C-20

PART B -- QUALITY OF INTERACTION

8. Adult-Adult

SCORE (7)
CODE S maj - -

Staff greeted each other in a friendly manner, inquiring about holiday activities. They talked of the principal with respect, using positive remarks. In passing, staff greeted each other pleasantly. Relationships elsewhere, both classified and certificated, were exemplary.

****

SCORE (6)
CODE S mi + +

The quality of interaction of staff was high. They were very friendly towards each other and the team. Interaction in the lounge and hallways was positive. While the facilities and workload could interfere with interactions this staff stays positive with each other. That is commendable. The team was impressed with the cooperative interactions of classified, certificated personnel, especially teacher-aide interaction.

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109

SECONDARY

PART B -- QUALITY OF INTERACTION

7. Student-Adult (continued)

SCORE (4)
CODE S mi -

Students appeared comfortable going to teachers for help and staff responded well to students across racial groups. Praise for students observed and equitable distribution of discipline. Many staff expressed concerns for students. Commendable observations of student-teacher interactions in many settings, especially many of the special education settings. Grounds supervision appeared more distant and a little less interactive.

****

SCORE (4)
CODE S maj -

The team was somewhat limited by [illegible] of semester testing schedule. Adults calls on students of different racial [illegible] and suitably interacted with groups of kids. There was a presence of adults on campus and they interacted well with kids. Team members in some instances felt a "distance" and somewhat disrespectful atmosphere in a few settings. While adult [illegible] was heard it was less often the case.

****

SCORE (4)
CODE S maj +

Students show respect for staff. However, there does not seem to be a great deal of evidence of camaraderie between adults and students.

****

PART B -- QUALITY OF INTERACTION

8. Adult-Adult

SCORE (6)
CODE Hi +

Warm, friendly staff that seem to work well together. Adults verbalized support for the Magnet program.

****

SCORE (5)
CODE S maj -

Again, limited opportunity to observe adult-adult. Verbal support for each other was expressed and validation of each others work was demonstrated. Staff appears to have balanced the competing aspects of the academic areas and performing arts.

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PART B -- QUALITY OF INTERACTION

8. Adult-Adult (continued)

SCORE 6
CODE Maj + -
****

Staff interacted well with each other. Talked to each other and the team. Seems to be good rapport between all staff members, teachers, aides, parents and the administrator. A positive and supportive staff.

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SCORE 5
CODE Mi + -
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Adults seem friendly and warm. Interactions are positive. Very good rapport between administrators and teachers. Teachers and aides seem to be mutually supportive.

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SCORE 5
CODE Maj - -
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Very positive, mutually supportive staff. Principal involved in classroom activities is a plus. Staff speak highly of each other. Teachers praise aides; parents participate; teachers also praise custodian. Hard to observe since people are mostly in classrooms. Very friendly and welcoming to visitors.

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SCORE 5
CODE Mi - +
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Little chance to observe. No isolated groups observed.

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SCORE 4
CODE Mi + -
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Lounge was friendly and sociable. People came and went happily. Well mixed ethnicities. Observed some racially identifiable groups during lunch hours.

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SCORE 4
CODE Maj + -
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Little opportunity to observe interaction between adults. There seems to be little interaction between teachers and aides outside of the classroom.

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C-21

PART B -- QUALITY OF INTERACTION

8. Adult-Adult (continued)

SCORE 5
CODE Maj -
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Difficult area to determine. Teachers and administrators appear to interact naturally and frequently. Few minority members in evidence on site, therefore little minority/majority interaction noted.

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SCORE 5
CODE Maj -
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Very positive interactions observed. Good rapport; definite friendliness and fondness, seemed generally glad to see each other and interested in each other. "Secret Pal" tradition is nice. Courteous, friendly, relaxed - warm manner. Teachers expressed less separation of "magnet/resident" teachers than ever before. Friendly, relaxed and open with visitors. Seemed very comfortable with us.

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SCORE 5
CODE Mi -
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Relaxed atmosphere generated by staff. Very positive communication between administrators and teachers.

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SCORE 5
CODE Maj -
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Principal is accessible to staff members. There is good interaction among this staff. It is at the level we would expect it to be.

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SCORE 5
CODE Maj -
****

While also a limited chance for observation, the team did note frequent and positive interactions. Positive comments expressed about the administrative team and each other.

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19

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ELEMENTARY

PART B -- QUALITY OF INTERACTIONS

Adult-Adult (continued)

SECONDARY

PART B -- QUALITY OF INTERACTION

B. Adult-Adult (continued)

SCORE (4)
CODE ___ mi -
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Limited chance for the team to observe staff interactions. Some members noted a lack of interaction. Interactions at lunch appeared happy and relaxed. Staff observed in the lounges conversed freely and openly.

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SCORE (4)
CODE ___ mi -
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SCORE (4)
CODE ___ maj +
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Classified and certificated staff appear to mix well and interaction is relaxed.

* * * * * * * * * * * * * * * * *

SCORE (4)
CODE MI +
****

Praising comments made by several staff about other staff. Verbalized support for each other. Relaxed group. Some very positive comments about the school; others referred to it in a less positive way and observers sensed if not said in a positive joking manner. Adults very friendly and welcoming to visitors. Good natured kidding overheard - very positive. A lot of loyalty to _____.

* * * * * * * * * * * * * * * * *

SCORE (4)
CODE ___ mi -
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Relatively few minority members on the staff limits the possible interaction, but in the few mixing situations observed people seemed relaxed. Staff morale was viewed as high and the general atmosphere of the campus is comfortable.

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ELEMENTARY

PART B -- QUALITY OF INTERACTION

General Assessment

SCORE (7) CODE $\frac{5}{maj}$ - -

With very few exceptions, the quality of all interactions was exemplary. This quality did not appear "put on" or artificial, but was natural and spontaneous. In discussing our ratings, one factor underlying them is the nature of the school's language magnet: all staff voluntary and screened and students/parents choosing this educational opportunity. That provides a foundation that itself is a big plus.

****

SCORE (6) CODE $\frac{Hi}{}$ + -

This school is a good place to be - comfortable and relaxed. Adults have established a very good rapport with all students and seem sensitive to their needs.

****

SCORE (6) CODE $\frac{Maj}{}$ - -

Very positive. Mutually supportive staff. Principal involvement in classroom is praiseworthy. Interactions good no matter what role, race, sex the person. Very friendly to visitors, both students and staff. Parents participate on campus. Students were very happy, calm, relaxed. A pleasure to visit.

****

SCORE (6) CODE $\frac{5}{mi}$ + +

There is a tremendous amount of interaction between staff and students at this site. The confinement of the facilities requires a great deal of movement, creativity and cooperation. All of these were observed. Teachers responded positively to children and vice versa. No one race dominated interactions. Staff was very receptive and cooperative with the team, talked freely to each other and mixed at work, lunch and in other settings observed. Children across ethnic lines appear to be receiving a quality instructional program across academic areas and in special areas such as computer use and awareness. A multisensory, media approach was evident at this site.

****

SCORE (6) CODE $\frac{Maj}{}$ + -

The overall interactions observed at this school were very positive, not only between children and adults but between adults and adults. Staff are very hard working, supportive and professional. This reflects a comfortable and relaxed atmosphere.

****

SCORE (5) CODE $\frac{5}{maj}$ + -

Interaction among all students is excellent. Principal provides a positive role model for all adults in terms of adult-student interaction. Large majority of teachers provide a warm and accepting environment for all students. Some teachers appear to display a cold and indifferent attitude toward students.

****

C-23

SECONDARY

PART B -- QUALITY OF INTERACTION

General Assessment

SCORE (6) CODE $\frac{5}{maj}$ -

Kids and adults really show respect for each other and each other's differences. The team observed high quality interactions between adults and students. This school "feels" good. Very comfortable and relaxed atmosphere. Kids were very friendly towards the team and also were observed as happy, relaxed and safe. For the high degree of energy at this school, there is very little stress or problems.

****

SCORE (6) CODE $\frac{Hi}{}$ +

Students and adults seem comfortable and relaxed. Teachers express positive support and have positive expectations for students. Camaraderie among staff members is evident.

****

SCORE (5) CODE $\frac{5}{mi}$ -

Quality of interaction was found to be at a good and appropriate level. Most interactions were correct and friendly. No abusive or derisive interactions were observed. Staff were polite and professional in dealing with students. When they occurred, student cross-ethnic interchanges were friendly. Available resources could be better used: bulletin boards, displays, and class structures (Cooperative Learning environment, interdependent group work).

****

SCORE (5) CODE $\frac{5}{maj}$ -

Student-to-student and staff-student interactions were excellent. Many positive reactions. Many positive examples of sharing and supporting. Good rapport between teachers and students. Teacher-student reactions were usually adult-adult. Polite and warm interactions.

****

SCORE (5) CODE $\frac{5}{maj}$ -

The quality of interactions observed by the team at this site was positive. The campus appears to be a safe, comfortable place for students and adults. Students in mixed groups and even in same race groups moved freely about campus and demonstrated a respect and acceptance of each other and adults. Both staff and students were very receptive of the team and spoke positively of the school and people in it.

****

SCORE (5) CODE $\frac{5}{maj}$ +

High degree of acceptance between students and across racial lines. Observations indicate a large number of cross-cultural friendships both in and out of the classroom.

****

21

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ELEMENTARY

PART B -- QUALITY OF INTERACTION

General Assessment (continued)

SCORE (5)
CODE maj - + mi

Student interaction was good. No outstanding or noticeable hostility. All areas well supervised. Students moved in well mixed groups. Little opportunity to see staff integration. Little opportunity to see staff interaction. Very correct at all times. No outstanding evidence of real warmth.

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SCORE (5)
CODE maj - mi + -

Student interaction seemed of good quality. There were no visible hostilities or factions. Lunch lines, lineups, etc. were free from conflict or pushing or shoving. The few Whites and Hispanics evidenced no fear or conflict in lines or groups. Interaction was good on the playground. Staff interactions were friendly and professional. Staff-student interaction was favorable, professional, and sometimes warm. Staff groups did evidence ethnic grouping occasionally. Smaller students especially White boys, often rushed outside in separate groups.
Interactions are often difficult to assess. Polarization was noted at one staff lunch interval. Majority/minority seating arrangements became apparent.

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C-24

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SECONDARY

PART B -- QUALITY OF INTERACTIONS

General Assessment (continued)

SCORE (5)
CODE maj - mi

The absence of negative interactions was impressive. The positive examples of good rapport between students were observed by all team members.
The staff and students are to be complimented in their attention and efforts to create a positive climate in a naturally integrated situation.

**** * * * * * * * * * * * * * * * *

SCORE (5)
CODE maj - mi

Very positive interactions observed. A very warm and friendly atmosphere. Students, teachers, adults all friendly (very few exceptions noted). Particularly professional interactions with students and teachers - on task, but evidence of good humor, warm, mutual liking, mutual respect. Students work well together in class. Outside of class, they still discuss their studies (very impressive). Although out of class they often tend to choose to be with others of own race or sex, there is a general acceptance, ease, relaxed and friendly atmosphere. Some groups are mixed. Adult interactions are very warm, friendly, the adults seem to genuinely like each other and are interested in each others well-being. A pleasure to visit _____!
Keep going strong!

**** * * * * * * * * * * * * * * * *

SCORE (5)
CODE maj - mi

There seems to be an absence of conflict or hostility. Students moved about at ease and freely. Movement to and from class and lunch and media center was without incident. There was an absence of those things which would indicate racial conflict: name calling, pushing, threatening remarks or claiming of certain territories. All adults seemed to interact freely and friendly like. There was no apparent class structuring--as certificated against classified, or teacher against administrator. Student/adult interaction seemed positive and rewarding with a few exceptions. Interactions, where they occur, are without restraint or conflict. Students appear to feel comfortable and happy. Student-staff interactions were most often positive and warm. A limited number of staff interactions, however, would tend to indicate that some staff could benefit from understanding the rewards of positive, self-respect reinforcing responses to young people. Staff interactions seemed to be warm, casual, professional, and rewarding.

**** * * * * * * * * * * * * * * * *

SCORE (4)
CODE maj - mi

Students appear to be more comfortable in their own racial groups. Adult-student interactions seem positive. Communication between administrators and other staff appears to be good.

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ELEMENTARY

PART B -- QUALITY OF INTERACTIONS

General Assessment (continued)

SECONDARY

PART B -- QUALITY OF INTERACTION

General Assessment

SCORE 4

CODE Mi +

Staff has a loyalty, spirit and pride. This needs to be translated/transferred to kids. What we may be seeing is a certain reserve, maybe even culturally based to some extent, which is fine, but there could be warmer interactions among students and student/adult. What we want to say is that you want to be aware of those situations, to think about why they exist and what you want to do to encourage more positive cross-cultural, cross-racial interactions. Teachers were observed encouraging, motivating and assisting individual students. Counselors and administrators are on grounds during lunch. Friendly interactions observed and verbal praise and support heard expressed.

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SCORE 4

CODE B mi -

Interactions observed between Blacks, Whites and Hispanics were more observable than with Asian students. Asian students observed predominantly interact with each other in and out of classroom settings. While limited adult observations could be conducted a great deal of the observation time, adults were primarily interacting with children and not each other.

**** * * * * * * * * * * * * * * *

23

APPENDIX D

Interview Forms

RACE/HUMAN RELATIONS INTERVIEW FORMAT

1983-84

For the past two days an evaluation team has observed your school to determine the degree to which racial mixing occurs and the quality of interactions between students and adults.

The purpose of this interview is to assist us in identifying some of the factors you feel may have contributed to above/below average ratings. Your cooperation is appreciated.

I. GENERAL

1. What is your present position at this school? (Circle One.)

   Principal Vice-Principal Parent

   Student, Grade _____ Teacher, Grade _____

   Classified Staff, Position_____

2. How would you identify yourself? (Circle One.)

   White Black Hispanic Asian

   Other (Explain)_____

3. How long have you been at this school? (Circle One.)

   Less Than 1 Year More Than 1 Year But Less Than 6 Years

   Six or More Years

RS:ts
10/83

Race/Human Relations Interview Format
1983-84

How many VEEP students are there at this school?

What community do they bus from?

Would you know approximately how many miles each day, one way, these students must travel to attend this school?

Thank you very much for your time and cooperation. The results of both the evaluation visit and the interviews will be analyzed over the next few months and copies of the final report will be made available to your site.

RS:ts
10/83

The Team rated your school ABOVE average in the area of:

RACIAL MIXING: Classroom___ Lunch___ Recess___ School Grounds___ Staff___

QUALITY OF INTERACTION: Student-Student___ Student-Adult___ Adult-Adult___

1. Why do you think your school received an ABOVE average rating in this area?

2. What efforts has your school made in this area?

3. What can other schools do to improve their situation in this area?

The Team rated your school BELOW average in the area of:

RACIAL MIXING: Classroom____ Lunch____ Recess____ School Grounds____ Staff____

QUALITY OF INTERACTION: Student-Student____ Student-Adult____ Adult-Adult____

1. Why do you think your school received a BELOW average rating in this area?

2. What efforts has your school made in this area?

3. What do you feel can be done to improve this situation?

APPENDIX E

Interview Comments

INTERVIEWS

Racial Mixing
Classroom

ABOVE AVERAGE RATINGS

Classroom

RACIAL MIXING: CLASSROOM

N=40

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

AobEM	Bmaj - -	They seem to mix naturally. To his knowledge teachers do not make a conscious effort.
AlaEM	Bmi + +	The broadbrush look at each classroom reflects a reasonable proportion of all ethnic groups. Groups organized around reading groups and it seems to work.
A3bEF	maj - -	Good teachers who know what to do with people. They don't see "color" but see actions. Hear them talk about how difficult a child is but that they care about him/her. See the action as bad--not the child. Ingrained good manners-community. Even when parents want to come to criticize, even use restraint.
ClaEF	Bmaj + -	A racially-mixed neighborhood. A working class neighborhood.
ClbEF	maj + -	Basic attitudes of students and teachers foster a positive working relationship for all students who attend this school. Use of "Me to We" materials helped with individual self esteem which helps students accept others. Teachers accepted VEEP students, efforts were made at the beginning to include student and make them feel important. A good attitude toward learning about different cultures exhibits of art from Indochina, taste sharing of different foods has been part of that learning.
ClbEF	maj - -	There are positive feelings in the home that carry over into the classroom. The neighborhood which I live is a reflection of the positive feeling the students take home with them.
C2be?	Bmaj + -	Races, handicapped, everybody is different in everyway and can do the same things. They're to learn.
DoaSM	Bmaj -	Natural balance, community balanced, students integrate themselves, The are growing up together.
DobEM	Mi + -	Despite recruitment efforts (district and others) who are trying to take this school's minimum population--no whites recruited to come here. Specific teachers and the quality of their work.
DobEF	Bmaj -	Parents want students here so they come with a positive attitude about mixing.
DobEF	Mi + -	The school builds upon the students strong desire to learn.
DlbEF	Bmaj - -	Nature of the program.
DlbEM	Bmaj - -	Teachers tend to be a little cerebral--more thinking, more academic pursuits.

N=40 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? Continued

D1bEM	maj - -	Teachers don't see kids as ethnically different, but rather just as children. Not given any different treatment.
D1bSM	Bmi -	Making students feel comfortable in the "Western" culture. Asians are somewhat resistant to opening up in class. Generally quiet about their culture. Cultural perception of education is serious. Helping to ease the transition is an area of difficulty.
D1cE?	maj - -	Conscientious teachers who are interested in students and their welfare.
D1cEF	Bmi + +	Because it's natural. Just the way things are.
D1cEF	Bmaj + -	A concerted effort is made to see that they are balanced. Most of the teachers have been involved in the program since its inception. Most of us are very sensitive to children.
D1cSM	Bmi -	Kids and staff.
D2bEF	Bmaj - -	She deliberatly mixes students by seating patterns, if students don't mix themselves.
D2bEF	maj - -	Staff has set out as an objective to plant a good environment for every student. Orientation of the parents, sort of a recruitment effort. Have planned activities with the whole student body, such as trips and parades. Picture exchange, Pen Pal program that has led to more cooperation between students. _____ and _____ exchanges.
D2cEF	mlt -	Done on purpose to provide good mix in every class. Teachers do it when passing from grade to grade. Assign classes by ethnic. Because kids come first here.
D3cEF	maj + -	Teachers have encouraged students to work with other students so they are not so dependent on each other (students same race). Want Indochinese to use English language. Children do not think they are different or more special. Each know there are differences and accept that...we have been working at it for a long time.
D7aEF	Bmaj + -	These kids are not aware of what color they are. Teachers don't emphasize race .
EoaSF	Bmi -	Human relations class keeps awareness of race relations always conscious. Students are trained and informed of theory--practice in race/ human relations. Teachers are invited to have these students present in classes on human relations. _____is to be commended. School reflects the good mix of races in the community. Teachers are concerned.

N=40 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? Continued.

EobE?	Bmi + +	The kids do get along and do work well with each other. There is no favoritism by teachers. Teachers all want their students to learn.
EobSF	Bmaj -	Less economic disparity between students--an absence of the extreme status symbols.
EobEF	Bmi - +	Good racial mixture to begin with--effort by teachers to mix students--good staff--grouped as to how they are to perform. (Natural grouping)
E1bE?	Bmi - +	Makeup of the neighborhood. Nothing done--placed by behavior maybe. Sometimes separate to enhance atmosphere. Finer when grouped by activities. Maybe a reason that no attention is called to color. Neighborhood friends and differences cut across lines.
E1bEF	Bmaj + -	The principal is a positive force person but gentle, strong but kind, listens rather than just directs. Interacts constantly with students, staff and delegates responsibilities well. Teachers are very caring--giving of time and effort. Small group program air gripes, learn more about each other in non-threatening atmosphere.
E1bSF	Bmaj -	Just by luck. Naturally integrated. Low priced housing. A variety of people could afford to buy here. When you grow around people of all nationalities then you all accept each other. Anger and fear are not built on nationality or color. To better, integrate. Even students of the same ethnic do not integrate well when from different neighborhood. Rebuild integrated neighborhoods.
E1cE?	maj - -	Staff and administrators are very concerned that this is important. Community has accepted this as important. It is important for kids to be brought up in a multi-cultural atmosphere.
E1cEF	Bmaj + -	One of 1st magnets. Many students transported here since kindergarten. Bus aides, etc. help us get to know each other. Some of the boys and girls from ____ consider this home.
E2bE?	Bmaj - -	Primarily reflect the individuals on the staff, what the teacher reflects has a great deal to do with how stduents react, this school has a good working staff, a close knit group that is supportive of each other.
E3aS?	Bmi -	Administration/staff is supportive of students--students feel good about each other.
E3aSM	Bmaj -	The teacher assigned seats to increase mixing of students.
E3bEM	Mi + -	N/A Never been in mixed classroom. Bilingual aide-students all Asian.

N=40

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? Continued.

E3bEF	maj - -	Race doesn't play a major role in lives. Kids are not concerned about race at the primary levels.
E3cEM	mi + -	The administration has put forth extra effort to teach the children respect for others.
E4aSF	Bmaj -	Students at _____ are more open and friendly.
AobEM	Bmaj - -	Generally indicated no special reason other than nature of the all school magnet.

RACIAL MIXING: CLASSROOM

N=40 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AobEM	Bmaj - -	Some effort to mix the sexes in lining up.
AlaEM	Bmi + +	If groups within a class (re: reading) are not balanced we monitor it and add children but don't pull children out. Tested kids for Houghton Mifflin _____ (over 700 kids) and used academic needs as the primary placement. Add rather than subtract kids to groups.
A3bEF	Maj - -	Good teachers who want to be fair, so they do all the things the Race/Human Relations tell you (sic).
C1aEF	Bmaj + -	I am not aware of this.
C1bEF	Maj + -	Some explained in question 1. Cultural Heritage Fair, International Dinner, T.V. special from media center where students told about culture and this was televised through C.C. The bus aide has promoted the students and helped with the students. Principal and VEEP aide held meetings and dinner with parents of students in _____.
C1bEF	Maj - -	Sing-a-longs are held on every other Friday afternoon in the auditorium. This definately brings the students together outside as well as in the classroom.
C2bE?	Bmaj + -	They are taught they can love anyone. They talk about it in classes.
DoaSM	Bmaj -	Variety of music at dance, ASB does a good job in taking into account the differences. Principal is very visible, introduces students to each other.
DobEM	Mi + -	Carnivals, elections, talent shows, 6th grade camp, AGP (interaction discussions about subject matter with teacher) Not afraid to take tests, work independent. Children teach parents. Cooperative effort student, teacher support staff, parents. Approach with parents.
DobEF	Bmaj - -	It's done naturally.
DobEF	Mi + -	Mixing of races within the classroom have helped create mixing during the lunch, recess, periods, etc.
D1bEF	Bmaj - -	Discussions to discourage students to line up by sex.
D1bEM	Bmaj - -	They attempt to be more positive with the students they look for uniqueness in students and give them freedom to build on the positiveness of their uniqueness.
D1bEM	Maj - -	Feel that this is a natural feeling, however an awareness has been created.
D1bSM	Bmi -	P.E. classes have integrated and assisted in transition of students. Generations to come will benefit.

N=40 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? Continued.

D1cE?	Maj - -	The principal tries not to put all VEEP children in one classroom, even though it's difficult with this size (small) school. Have talked with _____ (facilitator). Our minority teachers have been very helpful. Positive discipline, positive reinforcement. Parent conferences help much.
D1cEF	Bmi + +	No special efforts.
D1cEF	Bmaj + -	Program started years ago. Most of the teachers are concientious and dedicated and aware. I look at a kid and I see the child not the color, but quality of work.
D1cSM	Bmi -	Comes about naturally. The kids have grown-up together. Neighborhood is integrated.
D2bEF	Bmaj - -	Nothing. Multicultural celebrations-celebrate differences which promotes understanding and makes it all right to mix. Dealt with racial slurs immediately. Many multicultural activities were done in the past, there was a heavy emphasis in this area.
D2bEF	Maj - -	It's a staff objective to provide a good environment for every student.
D2cEF	Mi + -	Done on purpose to provide a good mix in every class. Kid's come first.
D3cEF	Maj + -	Cross age tutoring--helps students better work with each other. Students learn to help each other and this encourages communication this extends to outside activities. Individual effort on teachers' part has been most important. Day to day activities are more important.
D7aEF	Bmaj + -	Distributed the students to classroom without regard to race.
EoaSF	Bmi -	Club-Pan Asian brothers and sisters but is open to everyone-some mix. To make students aware of multicultural world.
EobE?	Bmi + +	They make the kids feel good here. There are many programs here, reading, labs, etc.
EobSF	Bmaj -	Established are effective Human Relations team that actively encourages participation of all students and includes all groups in activities.
EobGF	Bmi - +	Made staff aware. Principal very supportive of integration efforts. Inservice has focused on Indochinese students and other language groups--better insight. Made more aware of Race/Human Relations by inservices (Excellent Indochinese presentation)

N=40

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

E1bE?	Bmi - +	Plans call for Multi/Cultural activities with guide sheets. Dinners and pot luck have been great levelers. Staff pot luck once per year. Share cultural backgrounds. Cambodian have been active in the classroom.
E1bEF	Bmaj + -	Veep students and others, friendship groups, children having difficulty with classroom setting. Uses situation to make kids aware of others' right to be self. Race/Human Relation program.
E1bSF	Bmaj -	Economics help. With people able to afford housing. People integrate. People have been found to learn to live together.
E1cE?	Map - -	Have invited parents of VEEP students to events. Have provided information to ____ about program. Lots of community people who work aides in language-handicapped. Are "in tune with it."
E1cEF	Bmaj + -	From the 1st with Dr. Craig we have stayed aware of the need. The voluntary aspect has really been a big part of the experience.
E2bE?	Bmaj - -	Can't put a finger on what made this happen. At one time, there were many problems among students, a great deal of counseling, individual and small group, was done with students to improve interactions among students. The interview and guidance aides do a great deal of counseling. Many multicultural activities.
E3aS?	Bmi -	Staff promotes school activities for kids--at lunch especially, clubs for various ethnic groups, bulletin is read three times a week to keep everyone abreast of activities and dances.
E3aSM	Bmaj -	Attempts to control seating for race mixing.
E3bEM	Mi + -	N/A
E3bEF	Maj - -	Not aware of any efforts made. Feels it naturally occurs.
E3cEM	Mi + -	Home visitations are scheduled with parents of students who may be having problems. This helps students and parents feel like a part of the school and thus classroom situations become an extension of the home. Communication lines are open between the home and school..
E4aSF	Bmaj -	Unknown.

N=40 — 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

AobEM	Bmaj - -	Not sure.
AlaEM	Bmi + +	VEEP program can contribute. Schools can get out and recruit within their VEEP pattern. Schools can develop magnet programs or learning center concepts. Exchange programs or exchanges of sorts would help.
A3bEF	Maj - -	In other places, teachers didn't feel there was support. If you preserve integrity. If you start with basis that teachers are all good teachers, then work with areas for improvement. Listen. Nurture and need. Important how principal views what they are doing and that they feel cared about. Know and understand people.
C1aEF	Bmaj + -	Children don't seem to know racial differences. They don't label each other. Less labeling is done by parents.
C1bEF	Maj + -	The most important thing is to foster the attitude of acceptance. Working on the student's attitude toward themselves--good self-esteem makes it easier to accept others who are different from themselves.
C1bEF	Maj - -	I can't think of ways to improve in what _____ already does.
C2bE?	Bmaj + -	Parents should get involved in kindergarten and stay through 12th grade.
DoaSM	Bmaj -	Teachers should be aware that racial mixing is a necessity and use their authority in the classroom to insure this. Assign group work with racially mixed groups. Present activities on an assembly basis so that students will become aware of their similarities.
DobEM	Mi + -	Team sports--all know rules. Incorporate things children of different cultures can relate to in lessons. Try to teach (over above designed curriculum)the practical application of basic skills. Some kind of system (review) to insure that teachers are happy--like what they are doing (quality).
DobEF	Mi + _	Inservice/workshops with children, so they can learn about other children's feelings.
DobEF	Mi + -	Reinforce and draw upon the student's strong desire to learn.
D1BEF	Bmaj - -	Be aware of the fact that they should be mixed. Not isolated.

N=40

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? continued.

D1bEM	Bmaj - -	Use "I will" statements instead of "I will not." Stop using negatives (i.e., "Don't do this, You cannot do that," etc.) Don't overreact to student problems, listen to what the students are saying, teachers talk less, listen to both sides of the problem, then help students determine their own solutions. Apology---have students do this to each other.
D1bEM	Maj - -	Work on wants of human relation. Do work in the area of values, etc.
D1bSM	Bmi -	N/A.
D1cE?	Maj - -	Have contact with parent. Hit small problems before they become big ones. Have staff interested in children.
D1cEF	Bmi + +	The models you have are important. For example, Black aides to work well with children. Models from interaction of parents is important. Multicultural programs that the district is doing.
D1cEF	Bmaj + -	Direction must come from principal. District counselor can help. Stress that every child has dignity.
D1cSM	Bmi -	Don't make any distinctions.
D2bEF	Bmaj - -	Keep busing, celebrate various cultural holidays, multicultural activities, celebrate the holidays of the various cultures at their school site and in San Diego. Learn about the people around them Teach pluralism and understanding in specific terms of San Diego.
D2bEF	Maj - -	Start students young at getting together. When students are older it is too difficult to change attitudes. Exchanges, sharing activities together.
D2cEF	Mi + -	Done on purpose to provide a good mix in every class. Kid's come first.
D3cEF	Maj + -	Encourage positive self concept with students and treat them with respect. Adults have to set tone and are the role models to build positive interaction and racial mixing in the classroom. Create areas where students have an opportunity for small group activity to encourage interaction and improve communication. Teachers need to listen to what is going on. If put downs or racial slurs are heard, they need to be dealt with privately and immediately . Encourage staff to be involved in TESA.
D7aEF	Bmaj + -	Random selection and distribution of kids in classrooms.
EoaSF	Bmi -	Teachers should make mixing happen in classroom--awareness that Americans come in many colors through peer tutors, seating group work.
EObE?	Bmi + +	I've never seen this problem here, so I wouldn't know what to recommend.

N=40 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? Continued.

EobSF	Bmaj -	Teachers should be more sensitive toward the needs and cultural differences of students, therefore, change the attitude of teachers.
EobEF	Bmi - +	Interpreters at meetings--very affective.
E1bE?	Bmi - +	N/A.
E1bEF	Bmaj + -	Teachers and administration are different. Working from a punitive base only compounds the situation. Kids have to be told, "you can" and the way made for them to succeed. Must be positive to start and build, also to provide a way to alleviate frustration of kids.
E1bSF	Bmaj -	N/A.
E1cE?	Maj - -	Encourage VEEP students to come. Plan activities once a year. Doesn't have to be the mammoth undertaking we do here. Bring in speakers, handicapped speakers, etc. Senior citizens event: Day - used 60 min. Then had a Sing-along. Children invited. This year, a Charlie Chaplin movie.
E1cEF	Bmaj + -	A matter of time and experience. Develop awareness and wanting it to work.
E2bE?	Bmaj - -	Staff interractions model behavior for students. Principal has to be committed to the program, most important. This commitment must filter down from the top. Discipline is another key, this must be in place to have a good learning environment. Parent support is excellent and necessary. They are committed to the program.
E3aS?	Bmi -	Some resentment exists at some sites about territorialism. Staffs should not be distant. Administrative staff needs to be accessible to kids. Needs to be less threatening because they are authoritarian.
E2aSM	Bmaj -	Assign seats so that more English will be spoken.
E3bEM	Mi + -	N/A
F3bEF	Maj - -	Seating charts and just plain assigning students. Suggest you can sit where you want just so there's a mix.
E3cEM	Mi + -	There needs to be open communication between the school and parents. This can be done through PTA, community council, etc. This makes the parents feel it is "their" school, and thus a commingling in the classroom results.

N=40

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? Continued.

E4aSF Bmaj -

I don't know--maybe its school spirit.

AobEM Bmaj - -

A fifteen minute play period before lunch to reduce discipline problems when lunch is followed by play. Students then go directly to class.

BELOW AVERAGE RATINGS

Classroom

Racial Mixing: Classroom

N=27

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

AOcSF	Mi +	Seating arrangements.
AlaAF	B_{maj}-	Agree with rating, but there are reasons for this. The numbers are imbalanced now, but will be corrected in future years.
AlbSM	B_{mi}-	What can be expected with the balance of student body? Constraints of scheduling of students--heavy ESL and bilingual classes, etc.
BOcSF	Mi +	Adults come with prejudices. High absentee rate. Are still a minority-isolated school. In this neighborhood housing is becoming increasingly expensive and people are fighting for survival. There is bound to be tension. Neighborhoods which were once Black have become Hispanic and this creates resentment.
BlbAM	B_{maj}-	At the junior high the numerical predominance is minority, e.g., 90% are minority. (Resident and 50% of the magnet are minority.)
B2cSM	Mi +	We have a number of special classes that result in segregated groupings. Teachers are now being made more aware of bulletin boards and seating patterns.
B2bSF	Mi +	Small numbers of non-Black students at site. Hispanic youngsters are now from Mexico--language barrier, cultural differences.
ClbS?	Mi +	Hispanic culture tends to be family-oriented--they are extended family to each other.
ClbSF	Mi +	Sometimes teachers might do this to keep better discipline in the classroom. Students do this by choice--teachers sometimes rearrange seating to maintain discipline. This might be the best learning for this situation.
C2aAF	B_{maj}-	E.g., AGP Science--five classes, 99.8% Black and Brown kids. Agree with rating, classes are not mixed. Parents and community people notice and are concerned. Some attitudes are formed, e.g., At the first of year, only resident kids got referrals and suspensions.
C2cAM	B_{maj}-	Class had not been integrated because of the way the program was set up. Black parents needed more information, earlier to get their kids in the magnet.
DOcSF	B_{mi}-	No comment.
DlaSM	Mi +	An accurate appraisal. Direct result of how kids act in community. Kids hang out in cliques. Result of gang tensions; though not prevalent, nonetheless there. There are "learned" behaviors.
DlaAM	B_{maj}-	A counseling problem.
DIbAF	B_{maj}-	Evaluating team did not understand how the magnet school and resident classes were set up.
DlcSF	Mi +	Kids are seated for control in classroom. Teachers don't make an issue of ethnic group of students in determining seating. This doesn't happen every year. Blacks don't seem as interest in higher math or personal problems limit. ESL, ILM.

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

D1cSM	Mi +	Students tend to sit where they feel less threatened. Sit by friends.
D1cSM	B_{mi}-	Most teachers allow students to select their own seats, consequently they choose their own friends to sit with.
D2bSM	Mi +	The magnets and the special program is small number of students--helps resegregation.
D2bSM	Mi +	Students want to sit with buddies. Better Spanish students help less able Spanish so they sit together.
D2cAM	B_{maj}-	Only counsels 7-8. Doesn't know composition of magnet. There are minority youngsters on waiting list.
D2cAF	B_{maj}-	Two schools, resident being minority.
D2cAF	B_{maj}-	Two schools, resident and magnet. There will be more minority in resident school.
E0bSF	B_{mi}-	Students desire to stay with their own friends.
E0cSF	Mi +	Kids tend to group.
E2aA?	B_{maj}-	What I found was that there were more Blacks in one class and more Whites in another. I'm not too sure. The students who are bused in seem to have an educational advantage. They seem to have been exposed to more things.
E2bSF	B_{mi}-	Lack of discipline on the part of the teacher.

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2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

A0cSF	Mi +	Visitations by administration. Pointed out observations to teachers about seating, calling on all students, having all students participate.
A1aAF	B_{maj}-	Merged seventh and eighth grade classes (resident/magnet) 50 White students have been integrated. Have asked for expansion to have a better mix. In magnet have 65-65 (50%-50%) balance. As the kids come to us now they have a better foundation and we will have better mix at higher grades as years go on.
A1bSM	B_{mi}-	1. Awareness by staff and counselors in particular. 2. Discussed in staff meetings/race/human relations sessions.
B0cSF	Mi +	Allow flexibility in schedule to allow mixing. Administration points out non-mix and changes. Don't offer choices which force non-mix.
B1bAM	B_{maj}-	Merging concept between magnet and resident groups in seventh and eighth grade with the exception, seventh grade social studies.
B2cSM	Mi +	We have a number of special classes that result in segregated groupings. Teachers are now being made more aware of bulletin boards and seating patterns. Set up lunch time activity place. More activities to promote interaction.

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

B2bSF	Mi +	Encourage staff to structure seating in classrooms. Awareness of staff to racial slurs.
C1bS?	B_{mi}-	Don't know of any.
C1bSF	Mi +	They are aware and I think some things have been done.
C2aAF	B_{maj}-	Parents and community brought this. This year Eng. prog. is to be mixed. It is mixed better this year in language arts. In science, seventh grade computer program developed out of parents' concern. Math/Reading scores, below or at level--go into AGP Science above--regular science, same with math.
C2cAM	B_{maj}-	There has been an effort to integrate seventh and eighth grade. Got ratio changed from 60%-40% to 50%-50%. Community agency tutorial programs raising levels of competency. Black engineers working with Black students to help in areas they're interested in.
D0cSF	B_{mi}-	Worked with facilitators to help organize better racial mixing in class.
D1aSM	Mi +	In inservice orientation at beginning of year and in Race/Human Relations again.
D1aAM	B_{maj}-	Nothing. Number counts are done but not color count.
D1bAF	B_{maj}-	Counselors work very hard to get kids in magnet program.
D1cSF	Mi +	Mixing ESL classes as to location. ILM classes mixed by location.
D1cSM	Mi +	None.
D1cSM	B_{mi} -	Some teachers design seats to correct situation.
D2bSM	Mi +	The basic mixing that the Race/Human Relations Committee is looking at is providing additional opportunities for interaction between resident and magnet outside of the classroom. Late buses on Tuesday and Thursday provides activity days.
D2bSM	Mi +	Given assemblies, cultural shows, dances.
D2cAM	B_{maj}-	Gave seventh grade same classes as magnet school except social studies. Urban League, Black Fraternity and Black Engineers are helping minority students.
D2cAF	B_{maj}-	In the magnet they have tried to bring in more minority. In the resident school that can't be done.
D2cAF	B_{maj}-	This year magnet and resident are being grouped together at seventh and eighth grade level.
E0bSF	B_{mi}-	Workshops--student programs--student/teacher workshops.
E0cSF	Mi +	Don't know.

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

E2aA? B_{maj}- I don't know.

E2bSF B_{mi}- Efforts made in this area have been negative.

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3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

AOcSF Mi + Teachers can take hold of the situation and be aware of being able to make changes.

AlaAF B_{maj}- Stress expansion. If expanded to 300 would give 50 more placements in each class. Demand is there for magnet expansion (community). Would like to have help on staffing to have composition reflect community.

AlbSM B_{mi}- School boundary changes to give more majority youngsters.

BOcSF Mi + Do the same thing with District Race/Human Relations Program as have done with AGP. Would assist classroom teachers. Adults also need race/human relations--continue that. District program quality is terrible, idea is great.

BlbAM B_{maj}- Examination of the seventh grade social studies. Limitations being to work in confines of AGP. Could take the school to total magnet.

B2cSM Mi + Administration should call it to the teachers' attention as we do classroom observation.

B2bSF Mi + Working with Hispanic youngsters--to make them feel more a part of the school community.

ClbS? B_{mi}- Conscious effort by teachers to work on this area.

ClbSF Mi + Include more resident students in the magnet program through AGP, then the mixing will be more natural.

C2aAF B_{maj}- Continue to keep emphasis on mixing. Spread out counseling so there is not separation of resident counselor vs. magnet counselor. Need a real mix: school-within-a-school concept leaves a strange feeling with community. Need to project that everyone here has benefits of the school. Having 7-12 is good--"family concept."

C2cAM B_{maj}- Tutorial programs. Needs to come through growth from seventh grade. As years go, be more equitable.

DOcSF B_{mi}- Assign seating done by teachers. Teachers need to be aware of grouping.

DlaSM Mi + Help students become able to relate. It's a learned thing.

DlaAM B_{maj}- We function integrated so we don't need to improve. Too much of a problem to look at ethnicity in scheduling.

DlbAF B_{maj}- Counselors need to counsel them in. Some kids don't want to take certain electives.

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

D1cSF	Mi +	ESL mainstreamed into areas can handle sooner. Enclurage and support transition.
D1cSM	Mi +	Seating charts teacher choice. However it's more important to get accross content area not racial mix.
D1cSM	B_{mi}-	Change seating every quarter to allow students to make new friends. With a mature class, discussions can be held to point out need for general mixing.
D2bSM	Mi +	The basic mixing that the Race/Human Relations Committee is looking at is providing additional opportunities for interaction between resident and magnet outside of the classroom. Late buses on Tuesdays and Thursdays provides activity days.
D2bSM	Mi +	Teacher seating arrangement. In small group put students together to work. Make sure all ethnicities in groups. All students learn same thing, e.g., poetry. All stay together. Classroom effort.
D2cAM	B_{maj}-	Changing the assignment of minority resident and majority magnet to all counselors. Encouraging minority students to remain in magnet program.
D2cAF	B_{maj}-	Combine classes.
D2cAF	B_{maj}-	More of these kinds of things and add next year other classes.
E0bSF	B_{mi}-	Teacher should assign seats.
E0cSF	Mi +	Teachers seat different ethncities. Have mixing activities.
E2aA?	B_{maj}-	From people who I talked to they say that we should allow more students in this school from this community. Students could be screened for behavior problems.
E2bSF	B_{mi}-	You need to have seating arrangements. Must insist that students adhere to it. Teachers must look beyond color.

INTERVIEWS

Racial Mixing
Lunch

ABOVE AVERAGE RATINGS

Lunch

RACIAL MIXING: LUNCH

N=40

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

AlaSM	Bmaj -	Because its obvious that the atmosphere of the kids on campus is good. Combination of attitude of students and many of staff over lunch supervision. Attitude is a relaxed one. We mix ourselves. Have time to talk, we don't overreact to i.e. a "Punker"/Stop and talk to all groups. Students reflect that attitude.
B3bSM	Bmaj -	Students feel at ease with each other---they are comfortable. They accept each other in many dimensions. Student mix plays a part. Kids are knowledgeable about this campus.
COcEF	Bmaj - -	The students do it themselves, most of the kids are good friends.
ClaE?	Bmi + +	The well racial mixture of the classroom enable the pupils to eat with a variety of different students. The number of pupils who receive free or reduce lunch. The small amount of space, forces the pupils together.
ClaEF	Bmaj + -	It is unbelievable the manner in which the children relate to one another regardless of race or age. No roughhousing, etc.
ClbEF	Maj - -	N/A
C2bE?	Bmaj + -	Staff and principal. They have their stuff together.
DobEF	Bmaj - -	Students sit by class this year. Play first--eat last has cut down on problems.
DlbEF	Bmaj - -	Lunch is different--direct supervision.
DlbEM	Maj - -	Because racial mix is 80/20 as opposed to 50/50. The larger the groups the more cliques and groups become evident.
DlbSM	Bmi -	Students know their places---not alot of aggressiveness. Asian kids are not able to mix at lunch as well because of the nature of culture/language. Don't eat junk food.
DlbSM	Bmaj -	They get along well in class--then they are not going to "split" from each other during lunch. Lunch activities.
DlbSF	Bmaj +	Neighborhood that we serve acts as a catalyst. Feeder schools are mixed. Students have grown up together. It is not unusual for our students to have interacted w/other Ethnic groups.
DlcEF	Bmaj + -	A lot of the minorities live in the neighborhood---these are really their friends. Children don't seem to see color anymore like they did a few years ago.
DlcSM	Bmi -	School is naturally mixed. People have open relationships. People don't stereotype here. Feeling comes from the top down.

N=40

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued.)

D1cSM	Bmaj +	Because school is well balanced.
D1cSm	Bmaj +	A reflection of the healthy attitude that carries over from the classroom.
D2aEF	Bmi + +	A mixture of different races supervising students. Good role models. Children line up according to classroom and they are well integrated. However---separate according to sex.
D2aSM	Bmaj +	No busing. Students live in area.
D2bEF	Maj - -	Because they're given the opportunity to choose. They are allowed to go with the people they want to go with and not who they're assigned. They can eat outside or inside. Friendly atmosphere in the cafeteria. They are not made to eat everything on their plates. If they don't like it they don't eat. Provision of nutritional lunches.
D2bSF	Bmaj -	Not here at lunch.
D3bEF	Bmi + +	Our school is naturally integrated. Teachers mix. Children in line.
D3CE?	Bmi - +	Lunch: Good group in cafeteria and order. Good supervision and control. A natural intermixing. Encouraged by staff, counsel. Children do pretty much as they please. Children mix naturally.
D7aEF	Bmaj + -	They know all of the kinds in the school, because of the use of peer tutoring. The cafeteria prepares foods from different cultures so food isn't a divider. Freedom to sit with friends and where they wish.
EobSF	Bmaj +	Minority staffing and administration provides good role models for students.
EobSF	Bmaj -	The attitude of the students toward each other. The popularity of sports and the feeling of students towards athletics.
E0cEF	Bmaj - -	The students don't see color, they just want to have fun and play together.
E1aSF	Bmi -	In cafeteria mostly free-lunch, students also off campus--mostly Asian and lower class Asians are so well mannered it is hard to tell their feelings. People who live together tend to stay together as friends.
E1bEF	Bmaj + -	Because the kids like each other and get along. The school climate promotes it.
E1bSF	Bmaj -	Does not agree with rating. Emphasis on ethnicity and differences between ethnic groups has caused separation. Not a totally blended campus. Lives in community and hears prejudice.

N=40

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued.)

E1bSF	Bmi	-	School is melting pot. Effort has been made to emphasize this area at the school. Classroom effect has been carried over to areas outside the class. It now comes naturally.
E1bSF	Bmaj	+	Students live in mixed areas.
E1cEF	Bmi	- +	Kids live in the neighborhood, walk to school together, etc. Parents can be more involved in the school because it is close. Administration is fair and is a "doer". Staff feels supported.
E1cEF	Bmaj	_+ -	Children have been at it so long they are just comfortable with the mixing.
E2bE?	Bmaj	- -	Stems from mixing in the classroom, then carries over to lunch area. Playing first and then eating is working well and has reduced discipline problems. There is more order at lunch, classrooms are assigned tables. Mixing has improved since this school became a total school magnet.
E2bSF	Bmaj	+	Lunch set up helps--school is split east-west rather than by grade level. Good supervision, close quarters helps with student interaction. Students are from the immediate area. They already live in a multiracial neighborhood. Elementary leaders are also racially mixed.
E3aS?	Bmi	-	The right attitude has been fostered here at this site.
E3aSM	Bmaj	-	This school has a large number of ethnic groups. They participate in all school activities.
E3bEF	Maj	- -	Students are well-behaved and therefore pleasant with one another. Kids can't physically isolate themselves. Facilities conducive to easy living.
E4aSF	Bmaj	-	The students here are not up-tight. Appear to be happy and are not reluctant to talk to each other.

N=40 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AlaSM	Bmaj -	By design, and my philosophy is that you prevent problems before they are created. Lead by example--high visibility prevents problems I expect alot from my V-P's.
B?bSM	Bmaj -	Administration has made an concerted effort to talk to students and build on trust levels. Major Keys: Open communication Fairness to all students
COcEF	Bmaj - -	Doesn't know.
ClaE?	Bmi + +	The amount of supervision by staff. Principal and aides are highly visible.
ClaEF	Bmaj + -	Programs which cause the children to mingle with all ages and races.
ClbEF	Maj - -	Halloween Carnival, sing-alongs are held on every other Friday afternoon. PTA has asked non-parents in the community to join. Heritage Fair, Ethnic Food Fair.
C2bE?	Bmaj + -	Supervision so kids know what to do.
DobEF	Bmaj - -	Don't know.
DlbEF	Bmaj - -	Play first--eat last.
DibEM	Maj - -	Part of it is the same as No. 1, and Principal's influence has been evident.
DlbSM	Bmi -	Kids blow dollars easily.
DlbSM	Bmaj -	Creating the activities.
DlbSF	Bmaj =	Not to my knowledge, however the 6th grade visitation is a real plus, since studerts tour the school, meet counselors, told whom to see. Again upon arriving in the fall, 7th graders again receive another orientation, hense, the climate is set for a positive school experience.
DlcEF	Bmaj + -	I don't know. The bus aides, who are generally minority, are good people and are very aware of the mixing.
DlcSM	Bmi -	ASB always trying to think of new ways to bring people together. i.e. _____ club.
DlcSM	Bmaj +	Staff attitude, promoted mixing in low key way.
DlcSM	Bmaj +	None that I know of.
D2aEF	Bmi + +	Having various role models of the various ethnic group.

N=40 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

D2aSM	Bmaj +	Strong discipline programs stops trouble before it starts.
D2bEF	Maj - -	Don't know.
D2abSF	Bmaj -	N/A
D3bEF	Bmi + +	Teacher has been made aware of grouping patterns in inservice activities.
D3cE?	Bmi - +	An effort in made to keep things natural, encourage the natural mix of the neighborhood.
D7aEF	Bmaj + -	Preparing of food of various cultures.
EobSF	Bmaj +	Administrators encourage students to mix. Strict rules against fighting.
EobSF	Bmaj -	Promoted sports and activities that invited participation.
EOcEF	Bmaj - -	Seat students together in classroom, only one line, encourage students to help each other.
ElaSF	Bmi -	The food fair was a good activity and some of our staff took part as well. Also the egg roll dish was our contribution.
ElbEF	Bmaj + -	Just happened.
ElbSF	Bmaj -	Vietnamese clanish-speak native language. Phillipinos stick together, Human nature. Nothing the school has done causes it nor should it necessarily do anything.
ElbSF	Bmi	Minimum day activities have been geared toward Race/Human Relations. _____program help kids who need friends. Kids and teachers really get into things like contests and discussion days.
ElbSF	Bmaj +	Games promote mixing, dances help.
ElcEF	Bmi - +	Administration involves the community, makes a special effort to contact Indochinese parents. Good team feeling among staff. Good total school activities that build unity.
ElcEF	Bmaj = -	N/A
E2bE?	Bmaj - -	Upper grade levels have assigned play areas and areas are rotated on a weekly basis.
E2bSF	Bmaj +	I am not aware of a special effort.
E3aS?	Bmi -	See No. 1. Also, librarian closes library the lst 10 minutes of lunch to encourage kids to mingle /mix with others at lunch. Staff promotes school activities for kids at lunch especially.

N=40 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (continued)

E3aSM Bmaj - The ASB does a good job in informing all students of the planned activities.

E2bEF Maj - - Lunch aides and student helper help create an easy going atmosphere.

E4aSF Bmaj - A lot of things are planned during the lunch period that the students enjoy.

RACIAL MIXING: LUNCH

N=40

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

A1aSM	Bmj -	Be relaxed, don't force but through suggestion and encouragement get the kids involved. i.e., we have "Breakdancing" at lunch and the kids love it. Encourage kids be involved in ASB, activities, provide buses for VEEP, for night football games. Make all students feel they have pride in _____Its their school.
B3bSM	Bmaj -	Make sure students feel a fairness in your decisions. Honesty with kids, they are aware.
COcEF	Bmaj - -	Good planning, have a friendly atmosphere.
C1aE?	Bmi + +	Provide more supervision.
C1aEF	Bmaj + -	Parents need to be more involved with children and be interested in what the children are doing.
C1bEF	Maj - -	Incomplete
C2bE?	Bmaj + -	Learn to eat lunch together and get along.
D0bEF	Bmaj - -	N/A
D1bEF	Bmaj	Play first, eat last.
D1bEM	Maj - -	Staggered lunches to avoid overcrowding and less tensi in areas. Classrooms addressing issues that might be created at lunch where kids aren't mixing. Has to be more staff awareness.
D1bSM	Bmi -	N/A
D1bSM	Bmaj -	See No. 1 & 2. Don't force people together--create an environment where kids can identify w/each other.
D1bSf	Bmaj +	Programs at lunch time when kids can do things together. Requires a coordinator. New student orientation Stressing the positive --respect of campus Allowing kids to know who the adults in charge are so that problems can be handled swiftly.
D1cEF	Bmi + -	No suggestions, I don't know.
D1cSM	Bmi -	Good leadership in school is the key.
D1cSM	Bmaj +	Can't mandate any certain program. Positive attitude on part of staff towards students.
D1cSM	Bmaj +	None that I know of.

N=40 **3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued.)**

D2aEF	Bmi + +	There needs to be a mixture of staff for role models for pupils. Strategy of games plan for mixing students.
D2aSM	Bmaj +	Good discipline.
D2bEF	Maj - -	Give students opportunities to sit where they want. Creating friendly atmosphere. Allowing students to communicate without too many restrictions.
D2bSF	Bmaj -	N/A
D3bEF	Bmi + +	A variety of approaches on procedure for entering the cafeteria and seating tables.
D3cE?	Bmi - +	It's difficult. We have a closely knit community. The Cambodian people are so community supported. They are proud of their culture and want to share it. The Asian parents are so supportive of their community of particularly their schools and teachers.
D7aEF	Bmaj + -	Ethnic foods to introduce kids to other cultures.
EobSF	Bmaj	Don't know.
EobSF	Bmaj	Improve the racial makeup of the school.
EOcEF	Bmaj	Integrate the school.
ElaSF	Bmi -	Try the above and they could also open their cafeteria to help for a relaxed atmosphere. Also, if possible cafeteria never can be planned or adapted to specific taste. Good principal helps so much, he and others are interested in the students.
ElbEF	Bmaj + -	Leave everybody alone and allow them to like each other.
ElbSF	Bmaj	To change it.
ElbSF	Bmi -	Schools should exchange teachers and adminstrators.
ElbSF	Bmaj +	Don't know.
ElcEF	Bmi - +	N/A
ElcEF	Bmaj + -	It has to happen, not be directed. It takes time.
E2bE?	Bmi - -	A combination of everything he has said. Discipline must be strict but fair, students need to know you care about them. Do not permit putdowns or racial slurs, deal with them immediately on as soon as possible, teach students how to solve their own problems, "how can you keep this from happening again? Parent support is very important. Communication with parents is important and must happen on a regualr basis, especially when a discipline problem occurs---all of this applies to recess.

N=40

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

E2bSF	Bmaj +	Forced interaction would not work, however planned lunch time activities where students would naturally interact would help.
E3aS?	Bmi -	Clubs for various ethnic groups, bulletin is read three times a week to keep everyone abreast of activities, and dances.
E3aSM	Bmaj -	Invite ethnic minority students to join in the organized activities.
E3bEF	Maj - -	Some students chose to be segregated and that should be their choice.
E4aSF	Bmaj -	Increase the number of minorities.

BELOW AVERAGE RATINGS

Lunch

N=46 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

A1aEM	maj+	Logistics of serving the primary children hot lunch. K kids go home and whats' left to eat in the cafe area are Indochinese kids. Kids on the bus who go home must eat first and each lunch eat in a different area.
A1aSF	Bmaj-	Several reasons: Students who leave campus; perhaps more minority students leave than whites who are bused.
A1cSM	Bmi-	Large percentage of Indochinese youngsters in the student dining room area. Free and reduced lunch puts them together.
B1bSM	Bmaj-	Kids will eat in social group and when the predominance of minority (sic).
B1cSF	Bmaj-	Our students do cluster by ethnic or racial groups. Your observations were accurate. However, in the opinion of this writer, evaluation teams should go beyond their observations and interview students, ask them why they are seated in certain areas. If they respond because they wish to sit with their friends, I believe that is quite normal. If they respond, that they are forced to sit in a certain area, I feel that is totally unacceptable.
B2aSF	Bmi-	1. No activities at lunch. 2. Cafeteria lunch lines are a result of cultural preferences-majority students seen to be prefer outside shack type lunch. More tendency by minorities to eat inside.
B2bSM	Bmi-	Peer group pressure intensifies at junior high/influences from home/biological changes/South East Asians have main culture intact, language barrier.
C0bS?	Bmi-	Students activities are minimal and students are not encouraged to interact with each other.
C1bEF	Maj-	I understand the reason because of the seperation of hot and cold lunch areas most neighborhood students bring their lunch.
C1bEF	Maj+	Sitting together in groups. Go back to groups they ride with. Possible carry over from Wednesday where bused students stay and eat. They frequently eat together and this might carry over to other days.
C1aS?	Bmi-	Cultural eating patterns-the only hot food many VEEP get may be here. Inside hot lunchs in cafeteria are not particlarly attractive to resident students.
C1bS?	Bmi-	People seek out their friends and those they feel comfortable with.
C2aSF	Bmaj-	This is a "sore spot" with me, but atmosphere is getting a little bit better e.g. lower patio used to be all white, its' still mostly white, but is getting a little better. The kids come in the morning with bags of candy whether it's sugar or physical activity.
C2cSM	Bmaj-	Kids just don't mix.
D0bSF	Bmaj-	Nothing is there to create students wanting to associate with others.
D1aSM	Bmaj-	Students are never asked to associate with each other. Probably because there are no organized activities in the lunch court.

Racial Mixing: Lunch

N=46 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

D1aSM Bmaj- Lower lunch area is for senior- seniors are white. Grades 9-12 are mostly white 80-20% split of Jr. Hi/Senior high activities.

D1bEF Maj+ Kids eat with kids they know the best. Tend to know children in their neighborhood better than our kids. Most relaxed with children they know best. As lang. improves children move out of isolated incidents.

D1bS? Bmaj- The VEEP students tend to stay with the kids they ride the bus with when given a choice (as at lunchtime). The locals do the same. Races are mixed if the kids live here in PB—that is, the kids do get together (but then these kids usually speak English well, too!)

D1bSM Bmi- Obvious non-mixing problems with students not racially mixing, racial group participating in free lunch program.

D1bSM Bmi- Not too familiar with lunch situation to comment.

D1bSF Bmaj- The students prefer to eat lunch with their friends where they can communicate in their native language.

D1bSF Bmi- Most VEEP students spend most of their time with students from their own neighorhood. It's very evident at 7th grade level. Maturity levels make the differences.

D1bSF Bmi- Because its' true, students are comfortable in their own group.

D1bSF Bmaj- We have different areas for different grade levels. Senior area is probably white.

D1cEF Maj+ Because our VEEP children have hot lunch provided all having hot lunch at same time in same area. Separation of hot lunch and cold area.

D1cSM Bmi- Kids feel much better together in own race natural at this age.

D2aSF Bmi- 1. Lunch is a very social time and students frequently mix with others they date or socialize with. Students make weekend plans; many students are related; students desire. 2. Human nature to associate with friends of own race. 3. Only natural to go to lunch with people your comfortable with.

D2bSF Bmi- No intermingling of the kids, you probably found certain groups of kids in certain areas.

D2cSM Bmaj- Two schools within a school. Resident mostly black-magnet mostly white. Most whites eat in lower lunch area.

D2cSF Mi+ People in general like to eat with friends. You have only 30 minutes to talk; not necessarily about school. Need to be with someone who really understand you. Relax; talk about your families (who are friends socially).

D2cSF Bmaj- Students still go and eat lunch with friends they know. Makes no difference where they came from.

D2cSf Bmaj- People eat with whom they feel more comfortable.

Racial Mixing: Lunch

N=46

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

D3cEF	Maj+	The number of children buying lunch , a chance to see students (Asian) that are friends. They make friends with others on the bus, want to share t part of the day with them. They are more familiar with other Asian students than some of the white students in their class-there are fewer white children buying lunch, so.
D4bEF	Maj+	The Indochinese receive their free lunches, therefore they congregate in the area where the other children do not buy lunch.
E0bSF	Bmi-	Free lunch, whites bring own lunch, kids without money or who ride the bus can't go to dances which limits the natural mixing opportunities. Parents want kids not to mix with other races.
E0cSM	Bmi-	Believe all schools would be below average. Culture will always cluster together. Better communication now than before. Cluster were together because they better communication in their own language. (sic)
E1aE?	Maj+	May have something to do with the foods. They may have to eat foods they are not accustomed to. Eating is a sensitive area and families eat in different ways. It just may take time. Kids may feel, because the Indochinese are more quiet, that they don't want to be together.
E1aS?	Bmaj-	1. The students have a preference of their own—where they sit, with whom. 2. Some students who receive free lunches are sensitive about this fact and tend to sit with others in the same boat. 3. The Spanish speaking tend to cluster with others who speak Spanish. 4. The special Education students feel more comfortable close to their classmates.
E1bEF	Maj+	Because VEEP kids eat with VEEP kids. _____ kids eat with _____ kids.
E1bSM	Bmaj-	I believe the students tend to separate themselves at lunch time. I believe that this separation is more a result of the students sitting down and having lunch with their friends than a separation due to racial problems.
E1bSF	Mit	No data from first hand observation but has heard that this is true.
E2aA?	Bmaj-	I don't see this as the responsibility of the school. You can't make people be friends it has to come from them.
E2aSM	Bmi-	Size of VEEP program-students feel comfortable with those they are most familiar.
E2bSF	Bmi-	Because this is the way it is there is very little mingling among students by other races.
E2cSM	Mit	No more or less than another schools at jr. high kids feel from peer group pressure that they must "chose sides."

Racial Mixing: Lunch

N=46 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

A1aEM	Maj+	Not since I've been here-things seem to go well elsewhere it hasn't caused kids not to be friendly with each other.
A1aSF	Bmaj-	Had d.j's in for music, mostly music Halloween carnival.
A1cSM	Bmai-	1. recognzed this last year. 2. changed the structure of how kids go to lunch, last year by programming most Indochinese were at one lunch (done by grade level) this year changed, don't go by grade level, but rather by geographical location. 3. As quickly as supervision sees kids finish lunch, he sees they go outside hoping they'll mix outside. 4. Indochinese teacher on supervision. He also does some Laotian and Cambodian counseling with the kids. 5. Lunch supervisio should do what they can to help integrate the kids. 6. Had small group counseling session with kids Indochinese student with interpreter for Vietnamese, Laotian and Cambodian.
B1bSm	Bmaj-	Kids will eat in social group and when the predominace of minority (sic).
B1cSF	Bmaj	We have allowed students to sit where they desired. However, starting Monday, December 5, we do plan to establish an express line for students and eventually our quick service area will be remodeled and we will have more room to store and serve combo lunches inside as well as outside.
B2aSF	Bmi-	Principal has ordered some tetherball equipment for lunch time.
B2bSm	Bmi-	Head counselor working to get leaders from all ethnic groups involved.
C0bS?	Bmi-	Sometimes records are played and students dance.
C1bEF	Maj=	I don't know
C1bEF	Maj+-	Think that not very much for the lunch time.
C1aS?	Bmi	Dance during lunch-special event for Halloween party. Minority administrator is on campus and visible and effective.
C1bS?	Bmi	Assemblies P.E. are mixed. Tried to get group together, dances
C2aSf	Bmaj-	One thing they did (to increase mixing) was to have a disc. jockey at the lunches. The problem is that you can hear the music in the classrooms kids are "hyped up".
C2cSM	Bmaj	Noon time activities. ASB activities.
D0bSF	Bmaj-	In the past there were activities that all could participate in. ASB function/Cultural club/after school activities.
D1aSF	Bmi-	We've just discussed it at meetings.
D1aSM	Bmaj-	They don't know there is a problem.
D1bEf	Maj+	Team brought an awareness. Teachers in lounge noon duties weren't aware of this. Now teachers are aware of this if it were territorial the school would do something about this.
D1bS?	Bmaj-	None, as far as I know.

N=46 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

D1bSm	Bmi	Activities--(Homecoming, Senior week, etc.)
D1bSm	Bmi-	Not too familiar with lunch situation to comment.
D1b6F	Bmaj-	Students are mingled in classrooms and many students of different cultures get along very well together and are friendly towards one another. in classrooms and on campus.
D1bSF	Bmi	We've had extension of lunch hour for dances. We've had contest, etc.
D1bSF	Bmi-	We have made an effort through scheduling lunches different so that student can mix.
D1bSf	Bmaj-	No efforts because we don't need improvement.
D1CEF	Maj+	No efforts yet.
D1cSM	Bmi-	I don't know some special activities at lunch handball tournament.
D2aSF	Bmi-	1. Students are allowed to go anywhere and sit together; open campus. 2. Cultural dances to break up cliques. 3. Open campus=ASB activities rallys, D.J.
D2bSF	Bmi-	None.
D2cSm	Bmaj-	Noon activities-dancing.
D2cSF	Mi+	Different activites have been and still go on. For example noon time dances on the patio/science department bringing their clubs together/ other efforts by staff to draw students together in activities.
D2cSF	Bmaj-	Started a 1 hr. lunch one time per month activity period. Contest for grade levels.
D2cSF	Bmaj-	Provide lunch time activities deck included all students.
D3cEF	Maj+	Not aware that the school has made efforts. Difficult to bring lunch buyer and sackers together because of geographic location at school site-and can' provide all with a prepared lunch, so you end up with students at different areas.
D4bEF	Maj+-	Don't think we have.
EObSF	Bmi-	None that I know of pot luck day with costumes--held in evening staff participated but limited number of students. Only one representative of Hispanic culture (this aide) as she is the only Hispanic staff member.
EOcSM	Bmi-	Cultural events, food fairs-picnics, entertainment of different group clubs involved in race/human relations. Administration sponser different rallies to try to get groups together, principal involved in human race relations.

RACIAL MIXING: Lunch

N=46

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

B1aE?	Maj+	None.
E1aS?	Bmaj-	?
E1bEF	Maj+	We need to improve our efforts.
E1bSM	Bmaj-	To my knowledge, the school has made no effort in this area.
E1bSM	Bmaj-	To my knowledge, the school has made no effort in this area.
E1bSF	Mit-	Race/Human Relations workshop. ASB has tried in this endeavor.
E2aA?	Bmaj-	I don't know
E1aSM	Bmi-	Not too many
E2bSF	Bmi-	Handball court that's all
E2cSM	Mit	None.

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3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

A1aEM	Maj+-	Could possibly look at restructuring where kids eat/I will probably do that.
A1aSF	Bmaj-	More special activities during lunch hour an occasional lengthening of lunch and special activity.
A1cSM	Bmi-	I don't know. The preponderance of numbers of free lunch, most of which are Indochinese has been difficult.
B1bSM	Bmaj-	Continue to monitor, parent, Faculty, and student involvement. Various groups could be consulted.
B1cSF	Bmaj-	This is a very difficult situation to improve as students as well as adults choose their own friends with whom to socialize. Lunch is a social activity. In many cases (168 LEP students) our Hispanic students are just beginning to learn English and quite naturally sit with those with whom they can converse. However, starting Monday, December 5, we do plan to establish an express line for students and eventually our quick services area will be remodeled and we will have more room to store and serve combo lunches inside as well as outside.
B2aSF	Bmi-	More ASB activities at lunch competition between grades in sure games (si Dance at lunch with mixed typed of music.

N=46

Racial Mixing: Lunch

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

D1bSF	Bmi-	Relieve crowdedness (3 lunches) Look at the line. (decide what we can do with it). Forget VEEPING and collect students from all areas.
D1bSF	Bmi	Facilitators should come out and work with students who are causing trouble.
D1bSF	Bmaj-	Remove the grouping by grade level.
D1cEF	Maj+	Not sure unless it would be possible to put them all in one area. Each year a LD student comes back they feel more adequate. Time will solve some of this problem.
D1cSM	Bmi	Its hard to do much in 25 minutes.
D2aSF	Bmi	More ethnic demonstration of abilities and talents emphasize language training. ASB activities expanded.
D2cSM	Bmaj-	Have more community integrated activities.
D2cSF	Mi=	Time will help. Can't expect it to happen instantly, given the long time of separation. Don't force it, it will not work if forced.
D2cSF	Bmaj-	I'm not sure.
D2cSF	Bmaj-	I don't know.
D3cEF	maj=	Don't know how it could be handled. They do well on the playground In time maybe it will change. Kindergarten students do eat together. The bus situation does call attention to the bus students as a group. Would not force situation/or call more attention to the students.
D4bEF	Maj+-	I really don't think there's alot we can do because the hot lunch and bag lunch areas are so far away. As long as there are relations in the class and recess we don't feel its' a major problem.
E0bSF	Bmi-	Assemblies are by invitation should be whole school. Have gathering during the day mimum day have everyone involved with cultural exchange. Should have whole school involved in something at one time.
E0cSM	Bmi-	More teachers involved in during lunch time to be visible to students. Teachers are role models for students-if they would mingle with students a model desired interaction students would follow.
E1aE?	maj+	I don't think that's something you should force. It will take time might ask the parents of these children if special meals might help. I really don't know.
E1bEF	Maj+	It starts with the teachers maybe a discussion group on mixing with our friends maybe the teacher could present how much fun it is to.

N=46

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

B2bSM	Bma-	Big brother/big sister program/adopt-a-student/get at least 1/3 of Asians involved (teacher/student) activities with students. Full commitment of entire staff to develop rapport with students and get involved with them/meet parents. Bridge gap between have and have not.
C0bS?	Bmi-	Student activities need to be planned so that students can do more than congregate.
C1bEF	Maj+	Maybe a new lunch area where more students could eat together.
C1bEF	Maj-	Encourage mixing plan some special activities (i.e., maybe eat with a friend from your class-have your class eat together.) Noon duty aides might encourage mixing.
C1aS?	Bmi	More social functions with students together.
C1bS?	Bmi	Has to be casual and slow can't rush it class discussions.
C2aSF	Bmaj	Something needs to be done-less regimentation with benches and tables. Different arrangement. Overall would like to see a concentrated effort to project to outside a good ethnic grouping. We have a good program and a good reputation, but there need to be visible representation of all ethnic groups--needs to be concentrated effort.
C2cSM	Bmaj	Can not be done by pushing or prodding. Needs to starts in elementary grades.
D0bSF	Bmaj	Experienced personnel, money and more time.
D1aSF	Bmi-	A committee established to look into the causes and develop solutions.
D1aSM	Bmaj-	Mix junior and senior high activities.
D1bEF	Maj+	Being aware of it now we can do something about it if we should. Facilitator can do something about this.
D1bS?	Bmaj-	If the kids got together outside of school time in the community, maybe they would become better friends. Hard to do with the bus schedule.
D1bSM	Bmi-	Attitudes start in homes and school has a difficult task. Shortening lunch period will require students who go off campus to stay. a closed campus.
D1bSM	Bmi-	Some activities at lunch, i.e. dance, music, athletic events, etc.
D1bSF	Bmaj-	I feel people will always seek out their friends and the schools will not be able to alter their preferences.

Racial Mixing: Lunch

N=46

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

E1bSM	Bmaj-	Possibly some lunch time activities involving a more racially mixed population. This possibly would lend itself to the students making new friends.
E1bSF	Mi+	Lunchtime activities with different ethnic groups working together, e.g. Campus Beautiful activity (i.e., painting, cleaning, decorating, picking up trash--or urging students not to litter).
E2aA?	Bmaj-	Musical activities. D.J.'s should play music that is liked by individual ethnic groups as a learning experience to all groups.
E2aSM	Bmi-	It is really up to the students--difficult to legislate. Noon time games might help situation.
E2bSF	Bmi-	We need more representation in and around our campus (none in P.E.; none in office area; none in cafeteria).
E2cSM	Mi+	Counselor or unique person wanting to do it, seeing the need and doing something about it. Needs to be able to relate to Mexicans and Blacks.

INTERVIEWS

Racial Mixing
School Grounds

ABOVE AVERAGE RATINGS

School Grounds

RACIAL MIXING: SCHOOL GROUNDS

N=39

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

A1bEM	Bmaj + -	Gradual development of program--children were slowly brought into the program and have a feeling that they belong. Areas designated for classes to play. Supervision and awareness by all staff in all areas of playground.
A2bSM	Bmaj +	Students live together in the community and have outside activities together. Parents have alot of car pools so students can interact.
B1bSM	Bmaj +	Integration of school is natural--it occurs in the community. Integration of community covers +6 economic and geographic areas well as racial spectrum. School has a reputation of a strong and fair discipline code--students feel safe and secure at this school.
B3bSM	Bmaj -	This has been discussed before--not clear cut answer. Kids have always been more open more receptive to each other. Teachers seem to deal with students as students and the colo factor comes next. Fear factor is broken.
C1aE?	Bmi + +	There is no emphasis placed on racial differences. Everyone accepts people as people without regard to race.
C1bEF	Maj + -	In games and other activities to be included. Discourage groups and cliques that sometimes form . In classrooms students work as teams so this transfers. A friendly group of students contribute to this rating.
C1bS?	Bmaj +	Students got to know each other because they are in classes together.
C1bS?	Bmaj +	Don't know.
C2aSF	Mi + -	Staff has encouraged children to intermingle. Staff has discussed with children in class--carries over to playground. intentional on grounds--breakfast gives opportunity to intermingle. Set up routine of day, breakfast, and games.
D0bEF	Mi + -	Good kids at site. Students are conscientious of keeping the place clean and working together to get along. Sometimes when students have been in a fight, they become friends in the office. More "play fighting happens. Not many racial problems with kids here. Mostly problems start from "name calling". The white parents that send their children here are very liberal.
D0bEF	Mi + -	The school has created a basic interest among students--given them a common goal/bond. Everyone helps each other.
D0cEF	Bmi + +	The type of community lends itself to mixing. The area is a landing point for people from other cultures who move into the region.

N=39

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued.)

D1bEF	Mi + -	The children have a very high self-worth. They're independent and survivors. They don't want to make waves. That's not on their order of priority. They've got more important things to think about. (Not that they don't fight, it's not necessarily racial though.)
D1bSM	Bmaj -	Students mix well here. There are pockets of ethnic groups but they communicate well cross culturally.
D1cSM	Bmi -	The neighborhood is reflected in the mix of students at school. They know each other from the neighborhood activities.
D1cSM	Bmaj +	Well balanced school population.
D2aSM	Bmaj +	Students live in area.
D2bEF	Mi + -	N/A
D2bSM	Bmaj -	Because lots of students are bused and many races here on site.
D2cEF	Bmaj + -	Don't know.
D3bEF	Maj - -	Because of the atmosphere--people aren't pressured into anything. Lots of community involvement. Kids enjoy each other.
D3cEF	Maj + -	N/A
D3cSF	Bmi -	Staff, administration, kids themselves contribute to it. I've always been happy here. Good staff interaction. _____is warm. Students are warm.
EoaSF	Bmi -	_____ is well mixed so is natural for students. (Interviewee does not entirely agree with rating.)Library hall area called "Nigger hall" or "nigger lockers". This is the once place you do see separation.
EobSF	Maj - -	The positive attitude of alot of the parents who work with the school and the positive staff. _____ always listens and is full of love for the children.
EobSF	Bmaj +	Good atmosphere on campus sets the tone for new students.
EobEM	Mi + -	I think that Vietnamese, Hmong, Laotian students are in the majority here and that makes them more willing to mix with others.
EDcEF	Bmaj - -	The teachers, aides, administrators encourage students to work and play together. They treat all students the same.
E1aSF	Bmaj -	N/A
E1bEF	Maj - -	Kids from southeast seem to have alot of support from their families--good attitude --wants to mix. Kids from this school had already accepted handicapped kids--previous exposure, good attitude of staff.

N=39

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued.)

E1bSB	Bmaj +	Good mix of students naturally.
E1cEF	Mi + -	Open areas, not forced to interact/mix since about 1980. Community mixed so it follows to the school.
E1cEF	Bmaj + -	Has to do with school starting with principal and going down to the last aide. Everyone does their job. Children are able to relate to adults easily--they feel relaxed. All staff feel that they can talk to students about unacceptable behavior.
E1cEF	Maj - -	Because the children are happy and have good dispositions. Middle class and upper class neighborhood--life is easier for them. Our kids are fortunate.
E2bS?	Bmaj -	Most are from the same community. They are neighbors and friends. Growing up together, helps keep them together.
E3aEM	Bmi + +	The students make friends and share their culture with each other.
E3bEM	Bmi + +	There are many different races at this school and the staff makes efforts to insure racial mixing occurs.
E3cEM	Mi + -	Parent participation in the activities of the students.
E4bSF	Bmi -	_____ is a mixed neighborhood-school does not have anything to do in this area.

N=39 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

A1bEM	Bmaj + -	Kids naturally mix well.
B3bSM	Bmaj -	Race/Human Relations meetings have helped. Student advisory meetings Cheerleaders, special groups, etc.-school has worked towards a mixture in these areas. ASB-minority students are encouraged.
A2bSM	Bmaj +	Developed an active PTA board-ethnically balanced. Teachers have been teaching the concepts that lead to this. Bi-monthly/newsletter to parents identifying all activities, past present, and future.
B1bSM	Bmaj +	Continued to maintain a firm and fair dicipline code. Communicate discipline code to staff and involve staff in a process of continually reviewing this code. Regular discipline(active) committee. Good mix of administrative staff.
C1bS?	Bmaj +	Doesn't know of any.
C1bS?	Bmaj +	Teachers have discussed this in classes.
C1aE?	Bmi + +	Interviewee has seen none.
C1bEF	Maj + -	Don't know.
C2aSF	Mi + -	Staff very aware--major goals.
D0bEF	Mi + -	Last year a discipline committee worked on a four rule system where everyone (staff) is consistent in their efforts working with the students. Students aren't spending as much time for discipline in the office. Rules are set up to build self-respect for the students. Some problems arise as where to "place" students who stay after school.
D1aEF	Mi + -	Open areas, counseling center - films on Race/Human Relations topics followed by group discussion for all students w/emphasis on students w/behavior problems.
D0bEF	Mi + -	Intramural sports games create a common ground and races mix together.
D0cEF	Bmi + +	Space is limited. Logistics confines students to a smaller area. District programs like Balboa Park & Camp help students mix. Assigned areas to play by grade level. On field trips classes are mixed.
D1bEF	Mi + -	Its not structured. A structured playground wouldn't work here. Being unstructured relieves alot of the pressures.
D1bSM	Bmaj -	Part has just happened, other parts are: Advisory Committee (cross culture group) Lunch time activities No distinction made between activities related to specific groups.

N=39

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

D1cSM	Bmi -	Staff has discussed it. High level of awareness and concern.
D1CSM	Bmaj +	Staff attitude.
D2aSM	Bmaj +	Help students get along with each other.
D2bEF	Mi + -	N/A
D2bSF	Bmaj -	Administration works on this area.
D2cEF	Bmaj + -	Use of self-awareness materials in the classroom (e.g."Person I Am"). Career units deal with similarities and differences. Lots of multi-cultural assemblies and speakers. Visits to_____ for both students and parents have increased awareness.
D3bEF	Maj - -	Giving children choices. Few constraints on what they can do and when.
D3cEF	Maj + -	N/A
D3cSF	Bmi -	_____ programs (Race/Human Relations) He goes into classrooms to sensitize kids to cultural sensitivities.
EoaSF	Bmi -	None--it's the kids themselves. The school never has any multicultural events (other than the lunch) to expose the students to various cultures. There was a talent show but did not include Mexican students. Much praise given to _____ and his peer counselors.
EobSF	Maj - -	Helping children learn about their heritage. First in the classroom and then a heritage carnival put on by the P.T.A. We don't consciously identify differences. We're all people and care for each other.
EobSF	Bmaj +	Staff/teachers work with students (minorities) to help them get along with each other.
EobEM	Mi + -	I don't know.
EOcEF	Bmaj - -	Had alot of total school activities that the students could participate in. Deal w/problems immediately when they arise. Encourage discussions of feeling. Counselor (last year) spent alot of of time, with students, teaching friendship.
ElaSF	Bmaj -	Hasn't been here too long. Principal trying to increase mixing.
ElbEF	Maj - -	Teachers talk about it a lot. Principal extremely patient. Talks and counsels a lot with children and parents and it shows. Kids come to this school and learn to get along. Principal is an inspiration in this area. A real leader.
ElbSF	Bmaj +	Staff support.
ElcEF	Mi + -	Open areas. Counseling Center--small groups or go to classroom--audio-visual activities to help students awareness group discussions.

N=39 2. WHAT EFFORT HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

E1cEF	Bmaj + -	Cooperation of all staff together--good working relationship between all staff. Good communication with parents--call when necessary and explain. All students are treated fairly and equally. Fabulous principal who sets an example.
E1cEF	Maj - -	None that I know of.
E2bS?	Bmaj -	We try to promote human relations. We try to show that since people have to live together, they should do it well. Many were born here. They learned. They learn that people are alike and being of different nationality, race or color does not make them different.
E3aEM	Bmi + +	Insure that different ethnic groups are present at the school. Create new ethnic life for people from other cultures. Creation of language programs that allow students to communicate with each other.
E3bEM	Bmi + +	Classes are multi-racial and generally students within each play with each other.
E3cEM	Mi + -	Student particpation in the student body council helps students work together to create a happy atmosphere.
E4bSF	Bmi -	No longer have a VEEP program which would over balance us.

N=39

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

A1bEM	Bmaj + -	At least one member of staff needs to be out there all the time.
B3bSM	Bmaj -	Take some of our _____ students.
A2bSM	Bmaj +	Community involvement--selling your school and its activities to the community. Involvement of parents--conferencing on problems, etc. Newsletter.
B1bSM	Bmaj +	Discipline committee. Administration and staff has to respect the discipline committee's recommendation.
C1bS?	Bmaj +	Don't know of any - this has to come from the kids themselves.
C1bS?	Bmaj +	More classroom programs about different cultures, social ethics, cultural exchanges of food, clothing, religious belief. Give children in class a chance to share that cultural background.
C1aE?	Bmi + +	Develop a method that would allow parents, teachers, administrators and the neighborhood community to demonstrate pride in the community school and students rather than placing emphasis on race.
C1bEF	Maj + -	If students are regrouping by race--encourage mixed group activities where everyone can share and participate. A strong community sports program that builds strong self esteem in students carries over to the school and interaction with them.
C2aSF	Mi + -	Staff planning, identify weak areas. Insure that teachers spend a certain amount of time in discussing w/children good administrative/leadership.
D0bEF	Mi + -	Takes some caring on the part of the staff. They need to care about the child. Staff memebers need to be consistent in what they expect in terms of discipline, so you don't have a 'spotty' effect. The principal is always out on the grounds. This is very <u>important</u>!! They need to inter-relate with the students. A detention room is needed for kids--the office is not the right spot.
D1aEF	Mi + -	Don't know.
D0bEF	Mi + -	Create a strong feeling of patriotism, allegiance. Something to look up to. Create a common ground--something to share. Interchange at games and out of classroom. Taking turns waiting in lines creates patience.
D0cEF	Bmi + +	Create acitvities and opportunities that would mix students on the playground.
D1bEF	Mi + -	Maybe they should consider the needs of our community. I think we answer the needs of our community through our excellent community aides. You have to bend.

N=39

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

D1bSM	Bmaj -	Advisory committee (it has been successful at this site) Recognize differences, but don't dwell on it.
D1cSM	Bmi -	Must start with the teachers in class. Being the role model
D1cSM	Bmaj +	Positive attitude by staff.
D2aSM	Bmaj +	Good discipline.
D2bEF	Mi + -	N/A
D2bSF	Bmaj -	Get minority students involved in the school site. Let minority students know that they can push ahead.
D2cEF	Bmaj + -	More organized games and supervision by adults at recess. More use of "Person I Am" materials.
D3bEF	Maj - -	Improve parent participation and involvement.
D3cEF	Maj + -	N/A
D3cSF	Bmi -	Treat kids like people.
EoaSF	Bmi -	Try lunch time activities. Have a Disc Jockey or dance. Have a Career Fair. Multicultural assemblies Car washes Bake sales
EobSF	Maj - -	Community understanding that it's a joint effort and that the schools can't do it all. Parents must be aware of what their children are doing in school. Go over the children's work and be aware of what they're doing and how they're doing.
EobSF	Bmaj +	Have staff who are willing to work with students and who care about them.
EobEM	Mi + -	I don't know.
EOcEF	Bmaj - -	Put more emphasis in helping students work together, do activities that teach this. Teach friendship.
ElaSF	Bmaj-	ASB activities/leadership involve students of all ethnics. Social activities include all ethnics. Sports--good participation.
ElbEF	Maj - -	Put students in a situation where they have to depend on each other and they'll forget about color, sports is a good example.
ElbSF	Bmaj +	?
ElcEF	Mi + -	Race/Human Relations programs for students, some overlap to staff who must present programs. Regular curriculum-based program.

N=39

2. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

E1cEF	Bmaj + -	Improved communication with parents--important for child's awareness. Cooperation of parents is essential.
E1cEF	Maj - -	Don't really know.
E2BS?	Bmaj -	Tough question. Hard to answer. Perception of segregated communities would improve our schools.
E3aEM	Bmi + +	Need more mixture at school sites in regard to race. More education about other cultures. More language programs. More experience sharing between cultures.
E3bEM	Bmi + +	Make sure that racial mixing occurs in the classroom which will transfer to the school grounds. Avoid territorialism by using adults to move into an area and split up groupings by encouraging them to participate in a multiracial activity.
E3cEM	Mi + -	Student participation in activities. School site open to parents. Involve parents as much as possible.
E4bSF	Bmi -	Whoever can afford to rent or buy into a neighborhood should be able to do so.

BELOW AVERAGE RATINGS

School Grounds

Racial Mixing: School Grounds

N=11

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

AOcSF	Mi+	Attention was paid to groupings. When the team saw three or more of same ethnic group were together, it was seen as a group.
A2bSM	Mi+	Inherent in the population structure--there will be separation.
BOcSF	Mi+	Kids come with prejudices from home. 99% of majority kids are bused. ILM kids have been together for seven years. Spend time with friends from neighborhood. Switch of ASB advisor and time has limited after school interaction. Magnet kids together for seven years.
B2cSM	Mi+	We are improving from last year. Last year there was active verbalizing in a racial manner between the groups this year. I observe a socialization of the group but not in an antagonistic manner. The groups are not perceived to be intimidating to others.
C1bSF	Mi+	There are class differences and quartile differences between the resident population and magnet population. This results in social groups forming. There is a group that is a cultural entity that overflows from the barrio onto the campus providing them with a feeling of belonging to the group. Knowing the background of the neighborhood and how it's changed helps me understand the reasons for these groupings.
C2aS?	Mi+	This is a very natural way for people to group. People just group based on friendship.
D1cSF	Mi+	Kids come with friends, kids talk with friends.
D2bSM	Mi+	The people evaluating look at this as a blanket thing. There are many reasons something might look segregated when the kids themselves would not choose to do this--for example, the lunch lines help do this.
EOcSF	Mi+	Magnet program isolates. People tend to group with their own kind.
E2bS?	Mi+	An accurate appraisal. Anglos mix rather well with non-Anglos. Hispanics separate selves mainly. Because these two groups are in such small proportion to the Black population it is unnatural and difficult for them to disperse themselves across the campus so as not to appear clustered.
E7aSM	Mi+	White kids being bused in so they stayed together. Different cultural backgrounds cannot release themselves from backgrounds and beliefs. In society there is a racial segregation.

Racial Mixing: School Grounds

N=11

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AOcSF	Mi+	Calmness observed is deliberate. Respect for others. This is our baseline. Now we're going to work toward deal (sic). We've gotten to this point from a very hostile one. We've strived for respect. You don't have to express dislike.
A2bSM	Mi+	Not tried to break down barriers, nor have we encouraged it.
BOcSF	Mi+	Mix high LEP and ILM in math classes (put in classroom). Normally use ASB activities as information on race/human relations. Teachers try to mix. Administration points out obvious segregation. Try to isolate and remove problems. Prohibited from displaying scarves, discouraging gang identity. Openly up front, confront racial slurs.
B2cSM	Mi+	In the past the V.P. identified the leaders and counseled them.
C1bSF	Mi+	The school is limited in its efforts. They can motivate through interaction within the classroom, but they have to be continued through friendships. The situation in lunches is bad--free lunch line is over by the 600 Building and eat at the tables. The magnet kids buy their lunches at a different area and tend to stay there.
C2aS?	Mi+	ASB activities.
D1cSF	Mi+	Activities.
D2bSM	Mi+	We keep working at this. For example the free breakfast tends to isolate. We are looking at providing some incentive (food or otherwise) for kids to get together in the morning. This school is trying to overcome a type of institutional racism that is set up by the program.
EOcSF	Mi+	Activities during lunch. After school and lunch dances. Carnivals. Field trips. ASB.
E2bS?	Mi+	Through counseling and word of mouth stress the importance of understanding and positive relationships. Seizing the opportunities to point out good examples and encouraging positive behavior. Helping the students understand that in their job relationships in the future their success will depend largely on how well they can relate to someone of a different ethnic group/culture as well as with persons within their same ethnic group.
E7aSM	Mi+	Haven't seen any.

N=11

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

AOcSF	Mi+	Trying to convey the idea that this is OUR school, not a "Black" school, not an "Hispanic" school. Trying to mesh two philosophies. Build positive traditions, e.g., holiday Memorial Day is School Week. Need to schedule more informal activities. Students need to know what we're trying to do. Needs to have a purpose, be well organized and programmed for success. Three steps: 1. Cut down hostility; 2. Restore aides and calm and respect; and 3. Build spirit, tradition, friendliness.
A2bSM	Mi+	N.A.--thinks nothing is wrong with the situation as it exists now.
BOcSF	Mi+	Should take place in the classroom. Ongoing race/human relations in classroom. Occasional mixing with activities.
B2cSM	Mi+	The V.P. feels that it is not unhealthy at the present and will continue to monitor the situation.
ClbSF	Mi+	The lunch situation is a logistics problem because there is limited space to feed the students.
C2aS?	Mi+	I don't think so because you would be infringing on their right to select their own friends. Kids tend to gravitate toward their own race as they get older.
DlcSF	Mi+	Activities at lunch.
D2bSM	Mi+	No answer.
EOcSF	Mi+	More activities.
E2bS?	Mi+	Incorporate more field trips, family and student together. Parents can rotate. Doing nice things together tends to breed positive relationships. This is also a motivation to learn skills, i.e., seeing persons at work whereever it is, the zoo, factory, military installation, office building, etc. As people learn skills, they become more receptive to others very often.
E7aSM	Mi+	Integrate on a classroom basis. Seating arranged interracially.

INTERVIEWS

Racial Mixing
Recess

ABOVE AVERAGE RATINGS

Recess

RACIAL MIXING: RECESS

N=33 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

AobEM	Bmaj - -	Generally indicated no specific reason other than nature of the all school magnet.
AlaEM	Bmi + +	There is a good discipline policy here. We've organized it into at least additional recess session. Our people have taught the games to the kids. Enhance the consistency of rules of games which cut down conflict. Our people are good at intervening and providing. The neighborhood is integrated. Kids play together before and after school.
AlbEM	Bmaj + -	Gradual development of program--children were slowly brought into the program and have a feeling that they belong. Areas designated for classes to play. Supervising and awareness by all staff in all areas of playground.
AlcEM	Mi + -	Children have grown up in the school and have trust and freedom. Recess is their own time and they can pick and choose their own activities. No bells for recess means that students are leisurely arriving on playground and not rushing.
B2aEF	Mi + -	Students are really wonderful kids. This may be a result of culture or an effort by teachers to instill these types of attitudes.
ClaE?	Bmi + +	I think because of the crowded nature of our school site, it is difficult for children to isolate themselves. The nature of the games themselves include all races. They live next door to each other, so they play together in the neighborhood as well as on the school site. The school personnel is very sensitive to the cultural background of the children and work hard on having the pupils discover each other. The school has many staff inservice on the cultures of various pupils. The past several years there has been emphasis on the various Asian groups.
ClbEF	Maj + -	There's no trouble on the playground they stay real well together.
ClbEF	Maj - -	There are positive feelings in the home that carry into the classroom. The neighborhood which I live in is a reflection of the good positive feeling the students take home with them.
DobEM	Mi + -	Activities--physical fitness activities. Some competition between classes, friendly student/staff softball coed game (6th grade), volleyball.
DobEF	Bmaj - -	In some ways it's better but I feel they need more supervision via/ games helpers.
D1EF?	Mi + -	The students have had various assemblies (school-wide) and classroom discussions on "how to get along with others". I feel they are very friendly and caring at ____ and therefore get along very well when on the playground. The adults at ___ respect children and this gives the students a model to respect each other.

N=33		1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? _ Continued.
D1EF?	Bmi - +	Games set up in Classroom prior to recess--purpose to include everyone. Concerted effort to talk about this with class.
D1bEF	Bmaj - -	Free play for the primary playground.
D1bEF	Maj + -	Students are so mixed.
D1bEM	Bmaj - -	All students are bused in, they get used to others on the bus, teachers deal with the problems that arise on the bus--teachers are alert to these encounters. Students mingle on the grounds before school.
D1bEM	Maj - -	Teachers have stressed the importance of getting along to students. Teachers have made students aware.
D1cEF	Bmaj + -	Student body really gets along with each other. Program at _____ has longevity. Rules are applied to all regardless of color. "Fairness" prevails. Began with a small nucleus of teachers who wanted an "above average" school. Have had good site administrators who provided good leadership.
D1cEF	Bmi + +	The kids, even those who move in, come from integrated schools.
D1cEF	Maj + -	All teachers have stressed upper/primary area. This helps children mix.
D2aEF	Bmi + +	The students do not concentrate on race. The effort of the staff is to deal with the curriculum which is demanding rather than on racial issues. The community mixture of children allows for playing together.
D2bEF	Bmaj - -	They mix naturally maybe because they are all bused in together from different places. Everyone is coming here and seems to automatically unite them. We all live different places but this is our school.
D2bEF	MI + -	Even after school students are working together. They seem to have respect for each other. Mainly because the school cares and the parents care. Children of different racial groups work well at ____.
D2bEF	Maj - -	Opportunity for free play. They have opportunity to be with their friends.
D2cEF	Bmaj + -	Familiarity with mainstreamed youngsters--it's a program that's been at the school several years. As students know each other better, they can accept one another.
D2cEF	Mi + -	Carry through from classroom--buddy system. Security-teachers provide security for students.
D3bEF	Bmi + +	The univerral language of particular games. The neighborhood racial mixture. The housing within the neighborhood are integrated.

N=33

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? Continued.

EobE?	Bmi + +	The kids just get along with each other.
EobEF	Mi + -	The community is very unique--get along very good both in and out of school.
E1bEF	Maj + -	Always definite activities. There are group games with rules. Students know what to do and not to do with few rules.
E1cEF	Bmi - +	Increase of Indochinese in the neighborhood. Differences are respected and talked about.
E1cEF	Bmaj + -	Has to do with school starting with principal and going down to the last aide. Everyone does their job. Children are able to relate to adults easily--they feel relaxed. All staff feel that they can talk to students about unacceptable behavior.
E3bEM	Mi + -	Everyone feels equal--so feelings of superiority by other ethnic groups.
E3bEF	Maj - -	Alot has to do with the rules regarding organized games.

RACIAL MIXING: RECESS

N=33 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AobEM	Bmaj - -	_____
AlaEM	Bmi + +	Reasonable alternatives. Involvement of the counseling center to relieve "hotspots." Our people discipline in a consistent/fair way. Low staff turnover.
AlbeM	Bmaj + -	Kids naturally mix well.
AlcEM	Mi + -	No bells. Teachers involved in working out rules and responsibilies with students.
B2aEF	Mi + -	Teachers and staff accept students as they are--a genuine concern by teachers for students.
ClaE?	Bmi + +	N/A
ClbEF	Maj + -	I am not sure it's an effort as much as students just learning to play together. Our stud[illegible] here are very nice and that helps.
ClbEF	Maj - -	Sing-Alongs are held on every other Friday afternoon in the auditorium. This definitely brings the students together as well in the classroom. Halloween carnival. Heritage Fair, ethnic food fair. PTA has asked non-parents in the community (seniors) to join.
DobEM	Mi + -	Don't know.
DobEF	Bmaj - -	More freedom at recess with more free days and less supervision.
DlEf?	Mi + -	Our school-wide assemblies. The multi-cultural activities provided in the classroom. Classroom discussions on "getting along" and the kinds of things students can do when [illegible]ey become upset. The ____ Discipline Plan.
DlbE?	Bmi - +	N/A
DlbEF	Bmaj - -	They play with their own class which is already mixed.
DlbEF	maj + -	By mixing students in the classroom they end up mixed at recess. Its natural.
DlbEM	Bmaj - -	Treat students as individuals, teachers are consistently very positive. _____ helps alot in this area, he is assertive, consistant and follows through. His organization has helped in this area.
DlbEM	Maj - -	N/A

N=33 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? Continued.

D1cEf	Bmaj + -	Students are treated as students regardless of color. Magnet school on careers led by resource teacher give students the opportunity to become familiar with people of all ethnic groups.
D1cEF	Bmi + +	No special efforts--all aides must go out to at leaqt a teacher. (sic)
D1cEF	Maj + -	Teachers are aware of Primary and upper separation and have enforced a primary and upper mixed group.
D2aEF	Bmi + +	I have only been here a short period of time. We have concentrated on the overcrowded condition and tried to schedule pupils at different times.
D2bEF	Bmaj - -	Nothing specific.
D2bEF	Mi + -	School works hard with namecalling and putdowns also specific areas of need. They have a strong school plan they follow.
D2bEF	Maj - -	Provision for games that both grades would be interested in.
D2cEF	Bmaj = -	Use of self-awareness materials. The classroom (e.g. "Person I Am"), Career units dealing with similarities and differences. Lots of multi-cultural assemblies and speakers. Visits to _____ for both students and parents have increased awareness.
D2cEF	Mi + -	N/A
D3bEF	Bmi + +	Staff encourage marble shooting which is an interacting activity which involves students.
EobE?	Bmi + +	Help the children get along with each other and not fight.
EobEF	Mi = -	If all schools in the community and teachers would teach respect of all people. Students learn from each other--games, etc.
E1bEF	Maj + -	Playing Group games. There is no fighting.
E1cEF	Bmi - +	No isolate groups of kids--keep them together whenever possible. Try to discuss the <u>feelings</u> behind a situation.
E1cEF	Bmaj + -	Cooperation of all staff together, good working relationship between all staff. Good communication with parents--call when necessary and explain. <u>All</u> students are treated fairly and equally. Fabulous principal who sets an example.
E3bEM	Mi + -	Party for staff includes <u>all</u>.
E3bEF	Maj - -	N/A

RACIAL MIXING: RECESS

N=33 **3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?**

AobEm	Bmaj - -	N/A
AlaEM	Bmi + +	Balance in the classroom helps kids to maintain a mix out of the classroom. Staff can keep up with the change. Clear and consistant standards for discipline and teaching the games.
AlbEM	Bma + -	At least one member of the staff needs to be out there all the time.
AlcEM	Mi + -	N/A
B2aEF	Mi + -	See #2. Teachers have to have respect for kids and be sincerely concerned about kids.
ClaE?	Bmi + +	The adults on the playground can encourage pupils to play games with each other. For instance, encourage pupils of different ethnic groups to join games.
ClbEF	Maj + -	Make sure all students obey the rules. Let students work it out among themselves.
ClbEF	Maj - -	I can't think of ways to improve on what on what _____ already does. (This parent was aware VEEP children are enrolled at _____).
DobEM	Mi = -	Team organized sports--limited supervision. Give students (organized) skill--follow through. Get involved.
DobEF	Bmaj - -	N/A
DlEF?	Mi + -	Plan specific activities that will help to meet the needs of the school identified by the staff and community. A well planned and implemented discipline plan is a great aid as long as everyone on site agrees to follow through. Therefore, the staff needs to know how to come to a consensus rather than majority rules. Ask the students to identify strengths and weaknesses on the playground. Plans can then be made to help students work on these.
DlbE?	Bmi - +	Administrator support in this area.
DlbEF	Bmaj - -	Could assign areas.
DlbEF	Maj + -	Mix students as much as they can so it carries over.
DlbEM	Bmaj - -	Have a more pleasant positive environment. Try not to buy into negativism.
DlbEM	Maj - -	More teacher supervision. Reducing numbers on playground.

N=33

3. WHAT CAN OTHER SCHOOL DO TO IMPROVE THEIR SITUATION IN THIS AREA? Continued.

D1cEF	Bmaj + -	Have multicultural assemblies. Student recognition once a month. Four or five students are selected from each class. Make a concentrated effort to include all students in all parts of the school activities.
D1cEF	Bmi + +	Perhaps some organized plans to mix kids at recess.
D1cEF	Maj + -	Depending on playground set up. Be caring--rather than yard duty teacher standing around, teachers should urge students to mix.
D2aEF	Bmi + +	The school should have a committee to organize some games. Bring in new games of multi-cultural nature. Train staff to teach new games to pupils.
D2bEF	Bmaj - -	Become a total school magnet.
D2bEF	Mi + -	Have a overall school plan--follow it and be consistent. Everyone must work together as a team. Parents should always be involved in aspects of the school day.
D2bEF	Maj - -	Free play activities with option, however structure.
D2cEF	Bmaj + -	More organized games and supervising by adults at recess. More use of "Person I Am" materials.
D2cEF	Mi + -	Don't know.
D3bEF	Bmi + +	Be open minded to the type of games. Teachers should teach simple rules or discussion of problems in class. Problem solving technique.
EobE?	Bmi + +	Teachers can talk with the children and let them know that everyone is the same.
EobEF	Mi + -	Non-resident kids need to feel more accepted "Buddy System" would be a big help.
E1BEF	Maj + -	Can have group games---correct on a positive note. "We could do _____ instead of do not do _____".
E1cEF	Bmi - +	Each classroom should establish and maintain the childs "Bill of Rights" right from the beginning of the year.
E1cEF	Bmaj + -	Improved communication with the parents--important for child's awareness. Cooperation of parents is essential.
E3bEM	Mi + -	If you learn together you will play together, sharing games of different culture.
E3bEF	Maj - -	Same as No. 1 with the addition of class competitions. For the non-athlete--organization of non-physical activities.

BELOW AVERAGE RATINGS

Recess

(There were no below average ratings for Recess.)

INTERVIEWS

Racial Mixing
Staff

Racial Mixing: Staff

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

AObEM	B--	Intially the aide corps was hired from the community with an ethnic balance reflecting the community. We have tried to maintain that balance with TA's hired from college.
AlbEF	Mit-	I'm surprised they recieve an above average report. I don't see our staff having a serious racial problem, but there is not alot of inter-relating between white and black teachers-especially at the lunch tables in the lounge. People seem to feel uncomfortable sharing lunch with someone who is different. I asked a person the other day," why did you stop speaking to me?" We interrelate on a small scale, but not on a large scale. They relate in a classroom situation because they are forced.
AlbSM	Bmi	Minority teachers and aides realize what we're trying to do and respect and concern of one another by all staff.
ClbEF	Maj+	I don't know I didn't realize we were a racially mixed school.
ClaS?	Bmi-	Principal works with staff very well-staff has great respect for principal. Some holds for office staff. Principal does not dilineate by race or job title. Other staff fellow suit.
ClbS?	Bmi-	Basic personality of the staff. Principal is very open and serves as a role model.
C2aSF	Mi+	Very aware that we should mix try to be very positive and supportive of each other. Treat each other as equals--very good leadership
C2cS?	Mi+	Kind of neighborly school--everyone gets to know each other.
DObEF	B-- maj	We're so busy. We're small so it's like a big family.
ElaEF	Mi+	Good mix all over, in instructional settings assignments made by principal.
DlaSM	Mi+	This is an appropriate evaluation. Never been at a school that had this strong a staff relationship. Administration sets the tone here. Friendliness of administrator is genuine and sincere. To agree to teach at one must have an open mind and understand sociological problems of the community. The communities problems are brought to the school. Staff reinforces each other on learning how to deal with problems and techniques for capitalizing on students' strengths and interests.
DlaSF	Bmi-	Staff members are friendly to one another. Office staff is terrific," I'm a new teacher and I've been made to feel welcome."
DlbEF	B-- Maj	This is a very social group. We even get together for birthdays, Saturdays and lunches during holidays.
DlbEF	Maj--	Respect and they strongly share the goal of educating kids. We have nothing in common but we are share the goal of educating kids. We used to have split recess. Combined one recess was an effort for more interaction. Change of recess was very important.

Racial Mixing: Staff

N=34

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

D1bEF	B-+	Smokers and non-smokers lounge Any division has been on those lines. M-U teachers find all staff kind and courteous.
D1bEM	B--	It just sort of happened, interesting people, they don't cut anyone down.
D1bSF	Bmi-	Staff genuinely concerned. First concern is the students. Most staff have been here a long time so some cohesiveness has developed.
D1cEF	B++	People here have always mixed well here. New people join in.
D1cEF	Maj--	Have a conscientious group of teachers concerned about knowledge not about a child's background--have worked at educating all children.
D1cSM	Mi+	Greater numbers of all races. No token minority/Dept. are mixed. Cross racial friendships have formed.
D1cSM	Bmi-	Everyone is considered a valued member of the staff regardless of staff. Especially welcome Spanish speaking staff as there are so many Spanish speaking students.
D2bEF	Bmaj--	The individuals involved, they are all nice people and highly professional. Everyone is concerned with academic excellence.
D3bEF	Maj--	The kind of people that are here. They accept others. Make you feel comfortable.
E0bE?	B++ mi	The teachers all get along so well--they get along, no racial problems. There is a good racial mix of adults.
E0bSF	Bmi	Everyone was helpful in establishing interviewee as a member of the staff.
E1bEF	Maj--	People keep talking. They are sensitive to each other. No prejudices everybody is intelligent and has a natural respect, a lot of class.
E1bEF	Maj+-	Communication between all employees. Principal last year very concerned to bring everyone together. Lots of graditude and thanks to people that work here.
E1cEF	Maj--	We're small not large enough for cliques to form. Mainly because its' a small friendly staff.
E2aSM	Bmi-	Everyone seems to blend in well. No hesitancy to speak to each other.
E2bE?	B-- maj	The staff has many social activities, sometime in homes, i.e. Happy hours, skiing, there is a close relationship among the staff, interviewee he gets along well with everyone and is very supportive of the staff. The staff is excellent, the changes in teachers that has happened has not changed the closeness.

N=33

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA? Continued.

D1cSM	Bmaj +	Individual preferences, or necessity because of teacher's time constraints.
D1cSF	Bmaj -	We don't have black teachers, have had black teachers in the past, they are gone now (probably because of the excess).
D2aSM	Bmaj +	Not accurate. Minorities are accepted well and do not have problems with other staff members.
D2bSF	Bmaj -	There are very few minority staff members. "Old Timers" have formed cliques which are difficult to break.
D2bSF	Bmi -	There are 3 blacks, an aide and part time Indochinese isolated in one area with just Indochinese help--not enough of us spreading around. We don't meet enough, just a department meeting. Other departments have no minorities and rarely meet. No interactions. Only on shortened days do we mix and they're labeled race/human relations which should be every day--so we come do our work and leave.
D3cSM	Bmaj -	Don't have a great mixing of staff, declining enrollment, seniority system.
EoaSF	Bmi -	Aides not included in meetings nor are they given feedback from meetings. Students are programmed into certain classes without their knowing or without their approval or that of their parents. Teachers have condescending attitude towards aides. Teachers discuss shortcomings of students in front of whole class. Staff very complacent. Staff stay in their own territory. Not enough race/human relations activities.
EobSF	Bmaj +	Inaccurate observation. Staff mixes well and/or eat in department area groupings.
EobSF	Bmi -	Few minorities, cliques. People go to their preferred lounge or eat in their rooms.
EobSF	Bmaj -	The district has not provided sufficient numbers of minorities on the staff.
E1bSF	Bmaj +	Low number of minority staff members makes them hard to spot. Staff is friendly-it is just that groups are formed by departments or tasks.
E2bSF	Bmi -	I know that their gut level feeling of me is that they hate me. There are no people of color in the 100 building, in the cafeteria and counseling office.
E2bSF	Bmaj +	The staff is mainly majority. Minorities on staff eat alone or leave campus, or eat with people in their immediate working vicinity.

N=34

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

E2bS?	Mi+	An accurate appraisal "Quality of people here. Previous exposures to mixing these faculty have had.." (sic).
E2bSF	Bmi-	Interviewee disagreed with findings. Refused to make responses.
E2cSM	Mi+	Very unique human beings who see life as it is not through what others see. Genuine equality, true friendships across color line.

N=34

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AObEm	B--	Takes aides out to lunch. They strive to do what he says.
AlaEM	B++ mi	We request from personnel people who can relate to the kids.
AlbEF	Mi+-	You need to raise people's awareness by positive ways. We have had some Race/Human Relation training in this area with our facilitator. We were presented some ideas to work with..but people (staff) needed to continue and work towards the goals presented. General feeling: people are often ignored-or not spoken to at this site (racial) Racial problems among staff here are hard to deal with-often times we stand in a corner and don't deal with our problems.
AlbSM	Bmi-	Number 1 priority of school is Race/Human Relations and this produces a good and safe learning enviroment.
ClbEF	Maj+-	I think everybody gets along they do social things together. Everyone says good morning. People share baked goods.
ClaS?	Bmi	Don't know of any, translators provided at all parent meetings. Principal thoroughly involves staff in decisions that will affect them. All letters sent home are also in Spanish. PTSA has board composed of students, teachers and parents.
ClbS?	Bmi-	Principal as a role model. Don't know of anything else that's been a definite affect in these area. Potlucks.
C2aSF	Mi+	Planned activities, Race/Human Relations workshop for all staff large group meetings, parents are invited to lounge/team concept in classroom (certificated/classified).
C2cS?	Mi+	Staff has more or less done this on their own-just the people included that make it work.
DObEF	B-- maj	Pot lucks, treats on Fridays, happy hours, holiday parties, breakfast lunches out on min. day.
ElaEF	Mi+	Race/Human Relations meetings weekly, guest speakers, social-activities-econonic based however.

N=34		2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?
D1aSM	Mi+	A social committee; 50-60 people at Christmas party e.g. You won't go if you didn't really care to go. Staff goes to sports events together. A lot of clubs which have faculty and together to co-ordinate (sic). The classified are treated as equals.
D1aSF	Bmi-	Pot lucks, Parties, Social Activities.
D1bEF	B-- maj	TGIF every Friday, we support each other emotionally because parents are demanding, Administrator is very supportive.
D1bEF	Maj+-	Its been difficult because staff is small and not a great deal of movement. Need to have more minorities what can you do in this neighborhood.
D1bEF	B-+ mi	Pot luck a month.
D1bEF	B-- maj	TGIF, parties.
D1bSF	Bmi-	Minimum day, communication workshops, more ingrained than learned.
D1cEF	B++ mi	Natural efforts only.
D1cEF	Maj+-	Teacher's basic nature is to be concerned. Would be as good at any school.
D1cSM	Mi+	Parties, Later human relations meetings-talking has helped. Teachers talk to each other, groups were interracial.
D1cSM	Bmi-	Hiring of Classified staff has stressed minority candidates--entire staff appears to go out of its way to welcome new staff (certificated or classified).
D2bEF	Bmaj--	Inservices, specific need of a language magnet inservice, pot luck, TGIF's social events.
D3bEF	Maj--	Principal works on having staff interact talk about backgrounds, philosophy, feelings.
E0bEF	B++ mi	School hiring practices have got good people of different races.
E0bSF	Bmi-	Many social activities-everyone is invited.
E1bEF	Maj--	Probably-to a degree. Theres' give and take. We have empathy.
E1bEF	Maj+-	Principal last year very concerned to bring everyone together. Lots of graditude and thanks to people that work here.
E1cEF	Maj--	None that I know of. Fairly problem free.
E2aSM	Bmi-	Staff efforts appear to make a concerned effort to be friendly.

N=34 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

E2bS?	Mi+	"Making effort to speak to each other ." Care for each other." "Thats' contagious." The administrators greet staff warmly and give the same positive regard to certificated and classified. Not aware of any formal efforts put forth.
E2cSM	Mi+	Pot luck. Committees racially mixed. Really work toward goals, positive strokes. Social functions away from school. Bicycle clubs.
E2bE?	B-- maj	Something that happened.

N=34 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

A1aEm	B++ mi	Perhaps mandatory transfers. More of an effort to require teachers to go out and look at other settings. Professional obligation to do so and perhaps provide incentives for doing so. For example the mentor program. Industry does it, so can we. Require people to see 3 alternative educational patterns.
A1bEF	Mi+	We all need to work in the area of Race Relations, it needs to be done in a positive way to accomplish the goals. If you are not positive you can turn people off in this area.
A1bSM	Bmi-	Leadership team and staff have to be able to work together.
C1bEF	Maj+	Relax and do fun things together. They need time to do things besides work together.
C1aS?	Bmi-	Feeling at the top filters throughout the staff. If principal committed to this, the teachers will follow suit. Principal has spent a lot of his own time to personally meet VEEP parents in their homes.
C1bS?	Bmi-	Potlucks for staff allow social interaction even at called meeting. Holiday staff parties or interactional evening.
C2aSF	Mi+	Get Race/Human Relations people involved. More direction from administrator more than for communication both large and small group meetings.
C2cS?	Mi+	Has to start with the administration leadership so that teachers want to follow. Planned activities so that staff can sit down and talk and get to know each other. Small schools are more conducive to this than larger schools. Parent involvement with school makes teachers feel they are part of the community-haven't felt that way the last couple of years. Parents and teachers should meet socially and teacher felt they could call when there were problems. Administration has to encourage parents to come to the school-this hasn't happened recently at this school. Parents of students in Magnet school should socialize with parents of resident students-to make parents and students in Magnet to feel a part of the community.

N=34

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

DObEF	B-- maj	Pot luck, treats on Fridays, happy hours, holiday parties, breakfast, lunches out on min. day
ElaEF	Mi+	Encounter type sessions where in group (small) faced your faults and prejudices and worked out those with others got to the nitty-gritty clear the air start with clean slate only necessary when problems fester.
DlaSM	Mi+	Involve <u>all</u> employees in activities this cannot be stressed too much.
DlaSF	Bmi-	Open communication between staff both certificated and classified.
DlbEF	B-- maj	More socials.
DlbEF	Maj+-	Depends on flexibility. What flexibility do you have look at vacancies bring in a qualified staff.
DlbEM	B-- maj	Do something (social) with everyone to encourage talking together to learn more about interests/extend friendships to subs. learn more about them.
DlbSF	Bmi-	Talk out the problems communication skills.
DlcEF	B++ mi	Maybe they need to be transferred to other schools and find out what is going on.
DlcEF	Maj+-	Need to have caring people dedicated to education. Concerned not only with children but with other adults.
DlcSM	Mi+	This is a minority school-majority seeks out minority teachers for helps to understand culture.
DlcSM	Bmi-	Use of faculty activities with a special invitation to minority members to make them feel a part of the staff.
D2bEF	Bmaj--	Inservices, specific need of a language (sic).
D3bEF	Maj--	Principal needs to provide specific opportunities for staff to get to know each other. Learn about each other as human beings, socialize.
EObE?	B++ Mi	It's up the district to determine who they send to a school and the district should be responsible for that.
EObSF	Bmi-	Many social activities-everyone is invited.
ElbEF	Maj--	Sometimes you have administrators who feel they have no power. Administrator must teach staff.
ElBEF	Maj	Communication and appreciation of your leaders.
ElcEF	Maj--	Don't Know
E2aSM	Bmi-	Break down the barriers that appear to make people hesitant to communicate their feelings to one another.

N=34 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

E2cSM Mi+ Have staff see each other as loving, warm, genuine. Make individual know that you care. Smile,, small conversation.

E2bE? B-- maj Improve the relationship between the principal and the staff, he/she plays a very important part in this he/she must take the lead. The staff aides/teachers-must have a good relationship, have social activities together. Show appreciation for each other.

BELOW AVERAGE RATINGS

Staff

N=33

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA?

A1aSM Bmaj - Because its true. It's been my concern since I came. Our two black aides went to other positions.

A1cSM Bmi - Because we do not have very many minority staff members. When you don't have many its hard to mix with 75 others.

A2bSM Bmaj +
1. Two lunch periods.
2. Inadequate lunch facilities--alot of teachers do not eat in faculty lounge.
3. Limited observation time by evaluation team.

B1bSM Bmaj +
1. Not a real congenial staff.
2. Teachers have been on site a long time--old staff.

B1cSM Bmi -
1. The number of locations available to staff e.g. custodian, 500, 600, cafe., plus 3 more where staff can go dilutes the visibility of that type of interaction.
2. The 900 lounge or the administrative are really crowded at lunch and magnet programs break earlier for lunch so this would remove this group from opportunity to mix.

B2bSM Bmi - Few minorities and conservative older staff.

B3bSM Bmaj - Obvious-unbalanced staff.

C0bS? Bmi - The staff is too big. There are no Hispanics and the teachers don't seem to have time for each other.

C1bS? Bmi - There are more Caucasians. Surprised because I've seen them mixing when I've been here. (This refers to the minorities. Her perception seemed to be that they should do the mixing-missed the point.)

C1bS? Bmaj + Don't know.

C1bS? Bmaj + Don't know--different age group--adults now grew up with more prejudice and segregation.

D1bSM Bmaj - I don't know--no minority teachers around.

D1bSF Bmaj +
1. Teachers feel more territorial than students.
2. Many teachers stay in their rooms.
3. Some staff members go off campus for lunch.
4. I have not seen or heard of any overt avoidance of persons on the staff.

D1bSF Bmi - I have no imput in how the district schedules personnel to work here.

D1cSM Bmi - Not enough minorities.

D1cSM Bmi + Most minorities do mix. Some others are individualists or eat in their departments.

N=33

1. WHY DO THINK YOUR SCHOOL RECEIVED A BELOW AVERAGE RATING IN THIS AREA? Continued.

E3aSM Bmaj - The present mixing appears satisfactory.

E3aSF Bmaj - Less minority staff.

E4bSF Bmi - Teachers stay within their department-if a good mixture in department then there is a mixture otherwise not.
Clerks have to stagger breaks, therefore not many in lounge at same time as other staff.

E4aSF Bmaj - The staff has little time to interact outside of class time.

N=33

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

A1aSM	Bmaj -	At this point nothing except to talk to _____ and the Asst. Supt.
A1cSM	Bmi -	Had individual conferences with minority staff members and pointed out this was a problem last year. Asked them to make efforts to mix more and did same with several of our majority staff members. Have had potluck lunches to bring staff together and had excellent response.
A2bSM	Bmaj +	Social events for entire staff.
B1bSM	Bmaj +	Very little.
B1cSM	Bmi -	The numbers of minority staff is relatively limited and therefore mixing also limited, e.g. only 3 brown, 3 American Indian, 4 full time Asian, 1 part time Asian and only 1 black.
B2bSM	Bmi -	None.
B3bSM	Bmaj -	I would assume (school is receptive to issue) but school is shrinking--difficult to fill various/skill academic areas.
C0bS?	Bmi -	I don't know.
C1bS?	Bmi -	Inservice meetings.
C1bS?	Bmaj +	Don't know.
C1bS	Bmaj +	Don't know.
D1bSM	Bmaj -	I have no idea.
D1bSF	Bmaj +	Has not been seen as a problem.
D1bSF	Bmi -	Look at male/ female in the different non-traditional.
D1cSM	Bmi -	Use minorities in responsible positions, upgrade positions (Here the reference is to moving minority teachers into positions of responsibility in the district.)
D1cSM	Bmaj +	Departments take responsibility for including new members in school.
D1cSM	Bmaj +	Social functions where everyone is invited.
D1cSF	Bmaj -	(Don't know) I came in 75-76 at a time when we were trying to integrate the school.
D2aSM	Bmaj +	Hold staff socials and parties, departments a[illegible] close.
D2bSF	Bmaj -	Not too many.

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N=33 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? Continued.

D2bSF	Bmi -	I know only of one--a social gathering early in the year at counselor's home. We've had minimum day workers help with our own staff. because majority of teachers here a long time, they group. Eat in same place, same lounge. Get the feeling that administrators and staff don't want meeting and get mad, or only want to talk race/ human relations.
D3cSM	Bmaj -	Don't know.
EoaSF	Bmi -	Not able to respond.
EobSF	Bmaj +	Site SDTA representative and administrators help staff to get along.
EobSF	Bmi -	None.
EobSF	Bmaj -	The staff attempted to employ more minorities and managed to get a Hispanic.
E1bSF	Bmaj +	Social events help bring staff together.
E2bSF	Bmi -	There has never been any race/human relations activities dealing with culture.
E2bSF	Bmaj +	Many social functions where everyone is invited.
E3aSM	Bmaj -	Staff has been systematically dispersed to increase mixing.
E3aSF	Bmaj -	Not to my knowledge.
E4bSF	Bmi -	Not aware of any-new at job. There are TGIF parties and secretary Christmas party but nothing on campus.
E4aSF	Bmaj-	I don't know.

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N=33

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION?

AlaSM	Bmaj -	More input by the school site administration into personnel hired. Have principal directly involved interviews of staff members.
AlcSM	Bmi -	More social activities. Getting more minority staff members assigned. especially Hispanic.
A2bSM	Bmaj +	More social events that put entire staff together.
B1bSM	Bmaj +	Administrators have to initiate efforts in unison with some key lead teachers.
B1cSM	Bmi -	The advance information to any visitor to the items in numbers one could ensure a more complete perspective.
B2bSM	Bmi -	Must start from top. More activities away from site so staff mixes.
B3bSM	Bmaj -	Acquiring minority teachers.
C0bS?	Bmi -	The staff needs to plan more social activities.
C1bS?	Bmi -	Have more minorities on staff.
C1bS?	Bmaj +	Teachers need to be made aware of the situation--teachers will make more of an effort in this area if they just learn about it.
C1bS?	Bmaj +	Staff inservice--to create an access and break down some of the barriers.
D1bSM	Bmaj -	Add minority staff members to the school.
D1bSF	Bmaj +	Staff members need to make a real effort to include minority staff members in daily social (lunch) activities. Hold departmental meetings during lunch so that staff members can interact.
D1bSF	Bmi -	I disagree with this analysis.
D1cSM	Bmi -	Get qualified people. Assignment of teachers by district needs ethnic mix.
D1cSM	Bmaj +	Don't know.
D1cSM	Bmaj +	I really don't know.
D1cSF	Bmaj -	Don't know. School system has to do something about the seniority system.
D2aSM	Bmaj +	Don't know.
D2bSF	Bmaj -	Give other staff members a chance to be helpful to the administrator and school. Minority members need to be recognized.

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N=33

3. WHAT DO YOU FEEL CAN BE DONE TO IMPROVE THIS SITUATION? Continued

D2bSF	Bmi -	Role model from administrator needs to minimum days there. (sic) First year I never met, but my name was on the committee. Did get better this year. This year we know the facilitator, last year we did not. Think we can improve the administration in things to do, like special instructional meetings.
D3cSM	Bmaj -	Exchanges with other schools--past and bid--right people bid--leaving it up to volunteering might not work. (sic)
EoaSF	Bmi _	Changes.
EobSF	Bmaj +	Principal needs to be available to staff and be visible on campus and in classrooms.
EobSF	Bmi -	I don't think you can change people. They already have their ideas.
EobSF	Bmaj -	Employ more minority teachers to have role models that students can identify with. However, the present staff gets along fine.
E1bSF	Bmaj +	Bring people together more often.
E2bSF	Bmi -	New administrators with different attitudes. We need someone who has no ties to this school.
E2bSF	Bmaj +	Personal invitations from majority to minority. Request input from minority staff members with planning of social and school related activities.
E3aSM	Bmaj -	Has no idea.
E3aSF	Bmaj -	Hire some minorities.
E4bSF	Bmi -	Cannot think of anything at this time. You're either friendly or you're not.
E4aSF	Bmaj -	Employ more minority people.

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INTERVIEWS

Quality of Interaction
Student-to-Student

ABOVE AVERAGE RATINGS

Student-to-Student

QUALITY OF INTERACTIONS
Student- to-Student

N=71

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

AlaEM Maj + - Kids here are quite sophisticated in their social behavior. Get great deal of attention at home in academics and about school. Kids are knowledgeable about life in general.

AlaSF Bmaj - We make kids feel good about themselves which creat. positive feelings about each other.

AlaSM Bmaj - Kids on this campus really don't look at color. I've never heard racial putdowns on campus. Kids aren't very sensitive to color. They look more at attitude.

AlbEM Bmaj + - Acceptance of kids by teachers and not letting them know what is acceptable behavior.

AlcEM Mi + - Students are respected by adults and taught to respect each other as people.

A2bSM Bmaj + Students live together in the community and have outside acitivities together.
Parents have alot of carpools--so students can interact.

AlcSF Bmaj - It is that way--you saw it accurately.
There is a support system here. They feel safe here and that adults are on their side. Kids here don't promote fights or other behaviors. There's permission to be what you need to be and out of bounds behavior draw no audience. We train an audience--kids are positively recognized. We teach to support each other.

BlbSM Bmaj + Integration of school is natural--it occurs in the community.
Integration of community covers the economic and geographic, as well as racial spectrum.
School has a reputation of a strong and fair discipline code--students feel safe and secure at this school.

BlbSM Bmaj - There doesn't seem to be a preoccupation about race between students.

BlcSM Bmi - The naturally integrated environment--the kids are neighboors.
Much groundwork has been active for a long time in race/human relations--particularly the peer-counselor program--(at least 5 years history at this school)
"Pan-Asian Brothers and Sisters"--service club.
_____and others very helpful. Within the peer-counseling activity we have not only continued the orientation plus units of activity in <u>all</u> classes in the school.

B2aEF Mi + - Students like each other and accept each other. Students have not been taught to dislike anyone.

N=71

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

B2bAF	Bmaj -	I don't see any other way it could be rated.
B2bSM	Bmaj -	Because 98% of our students have attended school in this area since grade school.
COcEF	Bmaj - -	Parents are impressed with the atmosphere at the school, no racial problems and parents wanted an integrated experience for their children. This attitude has been passed on to the students. Parents wanted their children to learn _____.
ClaAF	Bmaj -	Accepting, friendly, nice atmosphere gone before color barriers. Family buying into proposition to cut down T.V. from 4-5 hours/day to 4-5 a week. Have dancing and piano.
ClaE?	Bmi + +	Students have no idea that there is "supposed" to be differences between them.
ClbS?	Bmaj +	Students get to know each other because they are in class together.
ClbS?	Bmaj +	Don't know--because mix of community is good.
ClcE?	Bmaj - -	The age--we're an elementary school and this is where it has to start. There is an equal balance of majority/minority. The nature of the program--all students start on an equal footing of not knowing the language. Teachers are dedicated. Excellent guidance program--small group. Parents strongly back integration -- feeling type.
C2aSF	Bmaj -	There's generally a good feeling, particularly once you get beyond 7th & 8th grades. There's a community, common interests, kids are hear for a reason. Kids do have a pretty good feeling for each other, especially 9-12. At 7th, still a feeling that other kids are getting benefits.
C2bE?	Bmi + -	Staff and teachers talk about it.
C2cS?	Mi +	Students themselves are friendly.. Students are not hung up along racial lines.
C2cSM	Bmaj -	A.S.B. kids work together.
DocEF	Bmi + +	Students in the neighborhoods mix with each other and continues at school. There are more students on the site than there is space to accommodate them--they must play together. It is hard to identify differences among students. Many students share similar problems w/language i.e. Spanish, Vietnamese, Cambodian, Filipino, etc. Multi-graded classes help people consider someone rather than differences.
DlaEF	Mi + -	Some staff who show that they care about students--respect.

N=71

1. WHAT DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN IN THIS AREA? (Continued)

D1aSM	Mi +	An accurate appraisal--friendly staff is contagious. Staff treat students w/regard and help them to develop better attitudes among students.
D1aSM	Bmaj -	White kids and family have made choice to be here. Know they have to get along. Brighter kids--socially gifted.
D1bAF	Bmaj -	A small amount of whites are intimidated. Nature of school--group cooperation.
D1bE?	Bmi - +	Has not been left to chance. School as a whole has taken--made concerted efforts to work in this area. (Special activities as good citizens etc.) District counselor has been very helpful in dealing with prospective problems.
D1bEF	Mi + -	"If I knew that I could solve the world's problems, I think it's their tolerance."
D1bSF	Bmaj +	Because it is there and encouraged e.g. Media Center open at lunch for games, etc. Campus clubs are a real plus. Good Example: Ski Club with Anglo, Black, Hispanic and Asian students.
D1bSF	Bmaj -	There is an awareness by Magnet and resident student for tolerance.
D1cSF	Bmaj -	Attendance has improved, this enables teachers and students to work together, less room for alienation.
D1cSm	Mi +	Interview indicates agreement that student interaction is good in classroom but not outside classroom. Chicano and Black interaction good but Mexican and Black or Chicano interaction may not be so good. Big difference between Chicano and Mexican.
D1cSm	Bmaj +	A reflection of teacher's ability to deal with all students in a non-threatening manner.
D1cSF	Bmaj -	School used to be predominately white. Gradual influx of minorities made integration easier. It was easier for students to talk to each other. Integration did not come all of a sudden--gradual.
D2bEF	Bmaj - -	Because they are a language school--spend a lot of time encouraging the students to talk and modeling language for them.
D2bEF	Mi + -	N/A
D2cEF	Bmaj + -	Classroom activties oriented to being nice to each other (e.g. self worth, etc.) Students in class are all made to feel all of their ideas are important. Teachers are supportive and don't put students down.

N=71 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

D2cSM	Bmaj -	This may not be true. Blacks feel some Whites are taking over their school.
D2cSF	Bmaj -	They work together in the classroom. By contrast they just want to be w/other friends outside.
D2cSF	Bmaj -	Goes back to the positiveness of the teachers. The atmosphere set by the teacher--every student is all right. They treat them well therefore the students treat each other well--like the buckle down effect.
D3cSM	Bmaj -	We have nice students--they encourage each other.
D4bEF	Maj + -	We do lots of things with Me to We materials and district materials. We use values clarification and Magic Circle material and those things which help them understand each other and others.
D7aEF	Bmaj + -	They don't know their races--so it doesn't bother them.
EobEF	Mi + -	Cultural values have alot to do with this.
EobSF	Maj - -	The children have good positive models. They copy what they see the adults do.
EobEM	Mi + -	"I think they've gotten used to each other." "I think they know each others limits, what they do to make somebody mad."
EocEF	Bmaj - -	Because kids are honest and don't hold back anything. Students have unity, they work well together--maybe because of their age group.
EocEF	Mi + -	Because of the program we have here at our school. We respect each other.
ElaSF	Bmi -	Staff works at having that quality of program. The naturally integrated situation also encourages the quality of racial mixing and interaction. Even with addition of ninth grade everyone has been cooperative through a difficult adjustment.
ElaE?	Maj + -	Most of the parents in the community are professionals. Kids are brought up in comfortable atmosphere which helps them accept others.
ElbAF	Bmaj -	People (students and staff) are here because they want to be here. Everyone cares adults understand the pressures. Good support system established.
ElbEF	Bmaj - -	Children don't have a racial problem.

N=71

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

E1bEF	Maj - -	Much patience with the children and much empathy. The kids like one another. Lots of good education in the home.
E1bEF	Bmaj + -	They like each other.
E1cEF	Bmaj - -	Our attitude toward children. Good teachers.
E1cEF	Bmaj + -	Students are taught respect in the classroom and this carries over to the grounds. Everybody does their job well and goes overboard to do their best.
E1cEF	Maj - -	Most of the kids have no reason to be disappointed in life. They're fortunate children. I'd say priviledged. They don't have to compete. Not that many VEEP students that don't have that great an impact.
E2aA?	Bmaj -	I believe the main purpose people come here is to learn. Egos are less pronounced than the learning process. You don't have the high competition between students because they are in math or science or computer. They are all going after some phase of academics.
E2bE?	Bmaj - -	Counseling center activities, He does alot of interviews, counseling individuals and small groups. Get problems out in the open. Multicultural activities, art activities.
E2bS?	Mi +	Students handle situation and interactions quite well. Racial slurs w/in the same group. Form of I.D. e.g. saying "nigger" is just like "his brother." Staff encourages students not to use such expressions and to substitute acceptable language for their friendly interchanges.
E2cEF	Mi + -	Much classroom discussion. Nature of the kids. Many know each other. Still need improvement. Adults must treat children with respect.
E2bSF	Bmaj +	Neighborhood racial balance is the key. Students already know each other
E3aEM	Bmi + +	Students work harder and share their work in a multi-racial setting. Asian students are well prepared for school and are willing to share their knowledge with others and pick up skills like English language from native students.
E3aSF	Bmaj -	Interaction is good.
E3bEM	Bmi + +	Students become good friends in the classroom and it transfers to areas of the school.
E7aSM	Mi =	This is a neighborhood school. Socio-economic background--tend to help each other. Kids are not impersonal-they know each other.
FoaSF	Bmi - +	Students are used to one another because they live in the neighborhood.

N=71

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

F1aAF Bmaj - Staff values the students, and the students value themselves. Because this is a school of choice, kids have a common interest.

F2bE? Mi + - Discipline plan set up at beginning of year, discussed how to get along , problem solving, conflict resolution w/children---assemblies .. two times a month to discuss problems---excellent counseling center--large support staff.

QUALITY OF INTERACTIONS
Student-to-Student

N=71

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AlaEM Maj + - Parents come here alot to volunteer.
The teachers accept them with clamor, put them to work. Teachers-parents act as a team.

AlaSF Bmaj - Special activities by ASB
2-3 T. Th. additional help.
District provides transportation.
District is seriously behind us and that is very important.

AlaSM Bmaj - I don't know. It's the nature of our student today. The attitude of ASB and the general attitude of campus.

AlbEM Bmaj + - Use of "Person I Am" in the classroom has been beneficial.
Magnet resource teacher working in classroom.
Awards assembly once a month.

AlcEM Mi + - Team approach-active student council run by Community Aides, with representatives from each class.

A2bSM Bmaj + Developed an active PTA Board--ethnically balanced.
Teachers have been teaching the concepts that lead to this.
Bimonthly newsletter to parents identifying all activities, past, present, and future.

AlcSF Bmaj - We train audiences and teach support for each other.

B1bSM Bmaj + Continued to maintain a fair and firm discipline code.
Communicate discipline code to staff and involve staff in a process of continually reviewing this code. Regular discipline(active) committee.
Good mix of administrative staff.

B1bSM Bmaj - ASB activities involving students in all phases of school.

B1cSM Bmi - N/A

B2aEF Mi + - It's really natural--it seems to already be there. I'm not aware in my short time here of any special efforts in this area.

B2bAF Bmaj - The administrator accentuates the positive. Students of the Week--sometimes little known is recognized. We give alot of pats on the backs.
Specialize in happy groups.

B2bSM Bmaj - Classroom teachers have provided Race/Human Relations classroom activities to improve student--student racial mixing and human relation.

COcEF Bmaj - - This is encouraged in classroom, multicultural celebrations and days.
Tutoring across grade level. Really stress--multicultural learning (sic).
There are a variety of teachers who are very dedicated.

N=71 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

ClaAF	Bmaj -	Staff creates such a good flow and students pick up on it. Because it's such a privilege kids try very hard to make it work.
ClaE?	Bmi + +	All students are treated equally regardless of race.
ClbS?	Bmaj +	Doesn't know of any.
ClbS?	Bmaj +	Teachers have discussed this in classes.
ClcE?	Bmaj - -	Guidance program . Teachers are fair and encourage students to treat others with respect. Parents try to get students together after school. (Sometimes, quite an effort.
C2aSF	Bmaj -	Notice to bring your games to a room after school--checkers, chess, etc.
C2bE?	Bmaj + -	Stress the rules.
C2cS?	Mi +	ASB tried to include all students in all activities. _____ has done everything to make sure students feel welcome on campus.
C2cSM	Bmaj -	Multicultural fair.
DocEF	Bmi + +	Try to meet all needs on an equal basis. There is no stigma to be in one level reading group vs. another. Each teacher deals with problems immediately. Teachers deal with students on a person to person basis without reegard to their racial group. Teachers present activities focusing on "sameness" rather an differences, also activities dealing with individuals apart from a specific group. Students who understand self will better be able to deal with others.
DlaSM	mi +	Staff teaching friendly attitude encouraging and rewarding. No coordinated plan.
DlaSM	Bmaj -	Field trip, activities, ASB activities. Kids function socially and intellectually together.
DlbAF	Bmaj -	Try to involve all students in school's activities.
DlbE?	Bmi - +	N/A
DlbEF	Mi + -	We've tried to make other cultures aware of others. Alot of these cultures were unaware of who was living even 20 miles away.
DlbSF	Bmaj +	N/A
DlbSF	Bmaj -	Kids have Race/Human Relations meetings and activities. Kids are aware we don't need problems. Some form lasting friendships.
DlcJF	Bmaj -	Lunch time activities, newspaper and yearbook, classroom competition, discuss the importance of this.

N=71

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

D1cSM	Mi +	Nothing. No concerted effort.
D1cSM	Bmaj +	Yes, we promote student interaction in the classroom through cooperative groups.
D1cSF	Bmaj -	School has implemented a student advisory/human race relations; _____ took hold of it and really started the groups talking to each other.
D2bEF	Bmaj - -	Allow students to discuss problems in English, counseling center is very receptive and works with teachers when a student has a problem. Staff makes every attempt to keep lines of communication open.
D2bEF	Mi + -	N/A
D2cEF	Bmaj + -	Most teachers have gone, through "teacher effectiveness' training. Principal is out on grounds and interacting positively with students. Baby picture contests within classrooms. Cross-age tutoring program. Aides in each classroom.
D2cSM	Bmaj -	Nothing.
D2cSF	Bmaj -	I don't know.
D2cSF	Bmaj -	Unique type of school the people here operate under ideal conditions.
D3cSM	Bmaj -	Encourages students to talk to each other, across race, ethnically. Find a study buddy in classes e.g. in Biology "I don't understand the homework." Share their native costumes, grieving customs, marriage and love customs.
D4bEF	Maj + -	Before exchange programs, this school had pen pals with children in other schools The atmosphere allows kids to relate better with each other. Kids usually help each other not make fun of. Teachers help by praising people who help others.
D7aEF	Bmaj + -	Preparation of various ethnic foods. Random assignment of students to classes.
EobEF	Mi + -	Growth groups in the counseling center. Availability of people to work with students. Community aides are on site full-time for parent contest, etc.
EobSF	Maj - -	Parents counsel children to try to understand the other person. Put yourself in the other child's place.
EobEM	Mi + -	"I don't think they separate them." The staff makes sure everyone is involved (like when they have Xmas programs and student elections).
EOcEF	Bmaj - -	Had alot of total school activities that the students could participate in. Deal with problems immediately when they arise. Encourage discussions of feelings. Counselor (last year) spent alot of time with students teaching friendship.

N=71 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

EocEF	Mi + _	N/A
E1aSF	Bmi -	Cooperative staff.
E1aE?	Maj + -	Classes try to treat the kids the same. Draws from the children things are important to them and try to make it special to all the other kids. Sharing is a big part of it.
E1bAF	Bmaj -	Principal works continuously toward harmony without regard to level, age. Student/Staff caring. Activities going on all times to help bring people together.
E1bEF	Bmaj - -	Nature of the program. All are treated the same.
E1bEF	Maj - -	Explaining, patience, counseling---mainstream real well.
E1bEF	Bmaj + _	Recognition assemblies for students who are nice to each other, teacher recommends students.
E1cEF	Bmaj - -	Positive reinforcement reputation the school had.
E1cEF	Bmaj + -	Example by administrator, teacher and classified staff.
E1cEF	Maj - -	Change in quality of students being VEEP'd. Defensive students turned around through love and attention. Truly negative problem kids aren't coming any more. Self esteem of others has been helped.
E2aA?	Bmaj -	Possibly because they do not allow sports where people separate themselves by sports and then separate again by race.
E2bE?	Bmaj - -	N/A
E2bS?	Mi +	Staff emphasizes how helpful it is to say hello to each other. Speaking warmly and genuinely to someone else makes you feel good whether you get it back or not.
E2cEF	Mi + -	Classroom work, use resources available, the TESA, more awareness created.
E2bSF	Bmaj +	Not that I am aware of, however, dances have been designed so that all types of music is played to encourage participation from all groups.
E3aEM	Bmi + +	Provide good instructional material. Often many opportunities to learn new skills in a multi-racial setting. Offer bilingual programs that other school don't have.
E3aSF	Bmaj -	N/A
E3bEM	Bmi + +	Teachers treat all students the same. No one group thinks they are better than any other group.

QUALITY OF INTERACTIONS
Student-to-Student

N=71

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

E7aSM	Mi +	School Administration and magnet promote interaction. Activities, ROTC and staff relates to kids.
FoaSF	Bmi - +	Teachers and administration set a very positive tone. It is expected that students will get along and high standards are set for this behavior.
FlaAF	Bmaj -	Yes, different activities for different grade levels to promote that interaction. It's because they're all treated as kids.
F2bE?	Mi + -	Allowing students to discuss what they can do. Respect for other, part of daily routine. Staff good role models.

N=71 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

AlaEM	Maj + -	Be open and communicative with the community. Make them feel at home in the school and needed. When they're involved good things happen and parents feel good about education. Without community support you operate at a handicap.
AlaSM	Bmaj -	Encourage leadership from all groups. Encourage participation. Have strong ASB that represents population. ASB leaders need to attend leadership camp early in year and have strong Race/Human Relationship component as part of that. Leaders set tone of school.
AlaSM	Bmaj -	Trade us student bodies. Communicate--in the most positive way you possibly can.
AlbEM	Bmaj + -	Don't know.
AlcEM	Mi + -	Make all students feel important and needed.
A2bSM	Bmaj =	Community involvement--selling your school and its activities to the community. Involvement of parents--conferencing on problems, etc. Newsletter
AlcBF	Bmaj -	Teach supporting attitudes and train kids to critique appropriately each other. We put up pictures of kids, happy grams, recognize kids. Make our custodial, cafeteria and support staff part of this school. It pays off for our school.
BlbSM	Bmaj +	Discipline committee(see #2) --administrative staff has to respect the discipline committee's recommendations.
BlbSM	Bmaj -	Be as fortunate to have students like ours.
BlcSM	Bmi -	We have used the Balboa Park facility to hold an exchange of ideas in Race/Human Relations activities, e.g. _____ did pick up some of our program through this means.
B2aF	Mi + -	Encourage interaction of all students and acceptance of everyone.
B2bAF	Bmaj -	Has to start from the top. If possible, get them involved in what they are all interested in. Even if through scheduling or activities to get them interested in each other. Schools could set up projects geared towards interest if possible.
B2bSM	Bmaj -	I think each school should have a site "watch dog commitee." To visit classrooms, lunch areas and activities to critique and make recommendations for improving racial mixing and human relations.

N=71

3. WHAT CAN OTHER SCHOOL DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

COcEF	Bmaj - -	Don't know.
ClaAF	Bmaj -	Communication skills and ability levels are natural dividers and cause poor interactions.
ClaE?	Bmi + +	All students must be treated equally with regards to discipline and praise. Nurture the love and acceptance that exists in small children. Making students aware of different customs and beliefs that other groups have would lead to greater understanding and acceptance.
ClbS?	Bmaj +	Don't know of any --this has to come from the kids themselves.
ClbS?	Bmaj +	More classroom programs about different cultures--social studies--cultural exchanges of food, clothing, religious belief. Give children in class a chance to share that cultural background.
ClcE?	Bmaj - -	Have a <u>total</u> magnet--one group doesn't get more benefits than others. Total backing of <u>staff</u>---must work in classroom. Total backing of parents to integration Guidance program.
C2aSF	Bmaj -	Should increase some of the study groups and student study sessions. Needs to be some time for kids to come together (not in class), while "lower patio" is for that, that's not the feeling the kids have. There needs to be more done with the clubs.
C2bE?	Bmaj + -	Come check _____ and see how its run.
C2cS?	Mi +	Work with teachers on Race/Human Relations and check up on reports of this etc. at VEEP receiving schools. District needs to mandate that teacher behavior not reflect prejudice, bias, etc. Parents need to be educated to accept what is happening. Work needs to be done with in dealing youngsters--encourage acceptance by getting students to sit down and talk with each other.
C2cS?	Bmaj -	More activities that bring them together so they can intermingle and learn about each other.
DocEF	Bmi + +	Examination of self in order to understand others. Use "Me to We" activities and district Race/Human Relations guides. Use Magic Circle activities--self expression and acceptance of feelings of others. Insure racial mixing by teacher design in classroom activities like Partner Talk.
DlaSM	Mi +	N/A
DlaSM	Bmaj -	Social activities on fun basis.
DlbAF	Bmaj -	Togetherness, can, will, and have desire to work together, community students somewhat separate but after awhile desire to perform rubs off on them. Students respect each other. They know that other students work hard.

N=71

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

D1bE?	Bmi _ +	Incorporating programs as above.
D1bEF	Mi + -	Make each child aware of one another and their traditions. Not necessarily just their feelings.
D1bSF	Bmaj +	Extra curricular activities. Lunch time activities Recruitment across gender, racial and grade lines.
D1bSF	Bmaj -	Talk about relationships. Teacher (each) needs to be responsible.
D1cSF	Bmaj -	Staff commitment, teachers must blantantly approach the issues w/students.
D1sSM	Mi =	Don't know.
D1cSm	Bmaj =	Should try cooperative learning approach.
D1cSF	Bmaj -	Have a committee(as described in No. 2) ____ took some of the gang leaders and sat them together. Teachers worked with groups of students to get them to open up about their concerns, teachers facilitated this discussion, gradually everyone got involved.
D2bEF	Bmaj - -	Have a strong counseling/guidance center, someone to act as an intermediary.
D2bEF	mi + -	N/A
D2cEF	Bmaj = -	Teacher training programs(e.g. TESA) Principal involved with students. Incorporating more classroom activities such as "Person I Am."
D2cSM	Bmaj -	Unsure.
D2cSF	Bmaj -	N/A
D2cSF	Bmaj -	Don't know.
D3cSM	Bmaj -	Don't know.
D4bEF	Maj + -	Every situation is so different. Things that work here may not work elsewhere. Letting kids become secure about themselves so that they don't have to hurt or put others down. Kids received attention for what they do so they don't have to bully to get attention.
D7aEBmaj + -		Utilize books that increase race awareness and that all are equal.
EobEF	Mi = -	Community aides need to be used---they are here in order to develop the kind of rapport with the community that this school has. Community aides at other sites often just do paperwork.

N=71

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued).

EobSF	Maj - -	Try to make the differences less obvious,
EobEM	Mi + -	"I wouldn't know about that."
EOcEF	Bmaj - -	Put more emphasis in helping students work together, do activities that teach this. Teach friendship. Teach students to be a team, break down racial barriers, help students feel more secure.
EocEF	Mi + -	N/A
ElaSF	Bmi -	ASB is well organized-generates school spirit with students. ASB involves all races and helps the mixing of the different races. Teachers get involved in the spirit (dress with school color) shows support for the school.
ElaE?	Maj + -	Put some of the ideas mentioned in No. 1 & 2. Other areas may not be as well adjusted because both parents have to work. There are lots of parent volunteers here. Parents want to be involved in the system. Parents are free to be involved and way what they feel.
ElbAF	Bmaj -	Be concerned w/what is good for student. Student should come first. Help make parents and students welcome. Considerations because all concerns are valid.
ElbEF	Bmaj - -	Grouping and mixing in different races. Teaching process of getting along and cultural awareness.
ElbEF	Maj - -	Explain things to kids and put them on the spot. Make them explain their behavior and confront them.
ElbEF	Bmaj + -	Recognition of people being nice to each other. Have students practice saying "Gee your nice" "I like you."
ElcEF	Bmaj - -	Inservice.
ElcEF	Bmaj + -	Good relationship and communication between teachers and parents.
ElcEF	Maj - -	Everything takes time and effort on the part of people. Work at it.
E2aA?	Bmaj -	I don't know.
E2bE?	Bmaj - -	There must be a sincere effort on the part of the staff.
E2bS?	Mi +	Create situations (field trips mainly). When students (and their parents) get together in a friendly, enjoyable experience. As students see parents interacting, students can more easily do so. Also the joy students experience in doing fun things together sets the stage for them to react warmly to each other outside of the situation.

N=71 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued.)

E2cEF	Mi + -	Discipline assemblies. Talk about it alot. Realize that we have room to grow. School council is active--they try. Awareness--especially of what happens with interaction. Effective school inservice. Create awareness of culture's differences. Must be trusting enough to discuss things.
E2bSF	Bmaj +	Mixed selection for student dances i.e. Soul, Rock, etc.
E3aEM	Bmi + +	Provide opportunities in bi-lingual education. Provide multi-ethnic instructional materials. Make all students feel welcome at the school site.
E3aSF	Bmaj -	N/A
E3bEM	Bmi + +	Teachers should identify reasons why positive interactions do not exist at a site by bringing groups together and holding discussions that would help work out the situation. Bring students together on a one to one basis to talk to work out their differences.
E7aSM	Mi +	Good Race/Human Relations program. Athletics. Instructional program. Counseling program that is effective.
EoaSF	Bmi - +	N/A
FlaAF	Bmaj -	The big differnce is that the magnet involves the whole school. Exchanges for example only involve a part and create a feeling of this is "my school" get out of here. The magnet is everyone's school.
F2bE?	Mi + -	Improve communication and relationships should be a part of the curriculum. Provide as many opportunities for kids to interact. AGP helps interaction by deploying kids to other (sic). Treats on Friday--group activities to mix.

BELOW AVERAGE RATINGS

Student-to-Student

(There were no below average ratings for Student-to-Student.)

INTERVIEWS

Quality of Interaction
Student-to-Adult

ABOVE AVERAGE RATINGS

Student-to-Adult

N=87

1. WHY DO THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

AobEM	Bmaj - -	Overall, generally attributes attitudes to the nature of the all school magnet and the selection process for staff and students. (Parents)
AocSF	Mi +	People are here because they want to be. They are concerned about kids (as opposed to a school considered "status" symbol).
AlaEM	Maj + -	All people here are involved in the community. They have kids here or have had kids here. The adults have a vested interest in the children for academic achievement--Because parents are interested--the teachers feel that interest and it carries over to their interest about individual kids. Teachers want to help these kids.
AlaSF	Bmaj -	Teachers had opportunity to select school. They call parents. They are part of program because they want to be --they are very student centered. They worry when kids aren't successful. Staff talk openly with parents and with students. Kids are here also because they want to be they want to succeed.
AlaSF	Bmaj -	Staff is experienced and mature. Been here a long time. A family feeling Thoroughly acquainted. Commitment among teachers. Teachers care about students. Protective of students to a fault. Teachers know the community and the community knows the student.
AlaSF	Bmaj -	N/A
AlbSM	Bmi -	We treat our kids with genuine respect--but we don't back off when they do something wrong. We're trying to teach race/human relations to all students everyday.
A2bSM	Mi +	Awareness by staff that communication with students has to be good.
A3bEF	Maj - -	Students have respect for adults ("I can count on one hand the number of students who don't have/show respect for adults.") They've really internalized separating the act from the child and the teachers do not hold behaviors against the child, once the action has been dealt with. Feeling of "they trust me" - cooperation and agreement. Look at person on long-term basis. Have to leave some things alone.
AlcSF	Bmaj -	That's the way it is. Also, we are lucky enough to be able to select staff. And we tell them our philosophy is to be on the kid's side--if not, don't apply here.
BobSM	Bmi -	Coincides with our rating. Knowing the ethnic make-up.
BocSF	Mi +	People are here because they want to be--are committed to both teachers and this school. Teachers go above and beyond--routinely made home calls --a significant number.

N=87

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

B1bSM	Mi +	Understanding teachers. Clearly defined expectations. Good teachers recognize and handle the needed problem brought about by divinity. People feel secure.
B2aSF	Bmi -	Adults like kids--when students are liked, they perceive that to be the case. Adults are interested in both academic and social growth of students.
B2bAF	Bmaj -	Most of the adults who have children have them in this school. Adults are committed to this school and the success of this school. Adults (most) have chosen to be here and don't want to leave.
B2cSM	Mi +	The main reason-majority of teachers are personable. They do not separate themselves from kids. They give up their lunch periods to socialize with kids. There are some who sacrifice their lunch times to be there. They have become involved in supervising lunch time activities.
B2bSF	Mi +	Staff development inservices. Faculty committee that have made proposals on how to improve in this area. Staff feels adminstration supports them and that they can support the administration. Types of interaction--staff has with students--series of meetings that allow students to have input and express their feelings.
COcEF	Bmaj - -	From the beginning of this school all teachers have been dedicated and involved with multicultural aspects of life. Teachers and parents are aiming for the same things--Spanish and academics and a good positive attitude toward school and life.
ClaAF	Bmaj -	Well run, careful to keep age groups monitoring, staff very helpful, made to feel very welcome. Pleasant well organized, cafeteria, career center. Well versed in the respect students get top priority. Open door policy with principal.
ClaE?	Bmi + +	Because racial differences are not acknowledged.
ClaEF	Bmaj + -	I wish I knew. There definitely is, but I don't know why.
ClbS?	Bmi -	Kids are taught courtesy at home--both resident and VEEP. Staff is mature and come to _____ with good skills--if they don't come that way, they see a lot of models that encourage them to alter their behavior. Discipline plan for the school is structured.
ClbS?	Bmaj -	Started in the classroom. Teachers have interaction in the classroom. They do it without the kids being aware of it. They do it subtlety. They help each other as a team. They work with and for each other.

N=87

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

C1bSF	Mi +	The administration is very strong in keeping discipline and order. They deal with things immediatly. They are aware of the need for integration. Many teachers have been here by choice for many years. They like the kids. They are interested in the kids.
C1cE?	Bmaj - -	Teachers are more aware of full range of abilities of every race. Teachers are committed to integration and learning a new language. Staff wanted to come here.
C2aSF	Bmaj -	Most of staff relate very well to kids. They know their discipline. They feel good about their discipline and about themselves. But there are some. Has been a division Magnet/Resident and Teachers/ Students/Parents.
C2cSM	Bmaj -	Most of faculty tried to be open and caring to students--student feel free to go to teachers.
D0bEM	Mi + -	Like/love the children--vice versa.
DobEF	Mi + -	Teachers are learners. Learning from students. Children are affectionate people. Feels that some children look at teachers as surrogate parents.
DocEf	Bmi + +	There are large families at this site so many students know the teachers even if they are not in the classroom. Many teachers have given extra time to communicate with students and their families. There is much teaming and deployment at this site. Therefore, a student may get to know several teachers. Students have no fear in approaching any teacher at any time.
DocSF	Bmi -	Teachers are fair here.
D1EF?	Mi + -	The adults at ____ have a genuine concern for the education and total welfare for the students here many of the instructional aides provide tradition for the rest of the staff because they've been here longer. However, there is an underlying, as well overt, desire to remain at _____.
D1aSM	Bmaj -	Staff is well integrated so they're more understanding. Highly motivated staff. Status to teach here.
D1aSF	Bmi -	Teachers are caring--students know it.
D1bAF	Bmaj -	Nature of the school--togetherness, group cooperation.
D1bSM	Bmi -	The experience of the staff. Staff interest in subjects taught and students involved. At Jr. High Level there is more interest in students than subject matter.
D1bSF	Bmaj -	The staff enjoys kids.

N=87

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

D1bSF	Bmi -	Overall consisting on the staff. Discipline code, and everyone follows through. Fair and consistent.
D1bSf	Bmaj -	Selection of teachers. Teachers appreciate high ability student.
D1cE?	Maj - -	We don't see a minority child any differently than majority child—all individuals.
D1cEF	Bmaj + -	Student body really gets along with each other. Program at _____ has longevity. Rules are applied to all regardless of color. "Fairness" prevails. Began with a small nucleus of teachers who wanted an above average school. Have had good site administrators who provided good leadership.
D1cEF	Bmaj + -	Speaking for myself--if a teacher lets children know the limitations on first day and laughs w/kids when appropriate things work better. They lean over backwards to not have favorites.
D1cSF	Mi +	People who don't want to work with kids with lots of problems get out. You have to be dedicated to be here.
D1cSF	Bmaj -	Kids are sweet and loving, no shoulder chips, gang tendencies are not evidenced, less vandalism, more relaxed atmosphere.
D2bEF	Mi + -	Working hard this year expecially towards positive reinforcement towards each other. They work well in the playground together and on the lunch tables. I live on the corner nearby I have not seen fights or papers on the ground.
D2bSM	Mi +	A caring staff in terms of students interest and safety and overall development--social and educational skills. There has been in spite of the transient low achievement student population which encourages teachers to give up because of absenteeism.(sic).
D2bSM	Mi +	We've been telling students how to talk to adults. Adults preparing students by telling what it's like when they get out of school. Teachers make themselves available. Teachers give students time.
D2cEF	Mi + -	Caring. Principal, good leader. Feels good - makes you feelgood. Work together during hall. Staff thinks of kids. Good aide. Visit parents/luncheon.
D2cSM	Bmaj -	Students are respectful. Feels that there are adults who are disrespectful to students. This evaluation may not be true.
D2cSF	Mi +	Students want adult attention, want you to correct them. Want supervision. Want to know someone cares.
D2cSF	Bmaj -	Because classes are smaller and teacher can work w/students on an individual basis.

N=87

1. WHY DO *YOU* THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

D2cSF Bmaj - Has a lot to do with the teachers and the atmosphere they set in the class. They seem happy to be there.

D3bEF Maj - - Parents, neighborhood, quality of staff. Lots of mixing. Positive attitudes

D3cE? Bmi - + Teachers tend to keep sense of humor. Quality that is for good interaction. Good staff--emphasis teaching (professional).

D4bEF Maj + - The teachers are very conscious of the students and work hard to meet their needs regardless of ethnic background. The whole staff, not just teachers work hard. Many of the staff have extra training about the Indochinese children and their customs. We have gotten the education and take the time to be more acquainted with them and be more comfortable with them.

EoaSF Bmaj - Students know what teachers expect from them.

EobSF Bmi - Just seems that it is natural for adults (certificated and classified) to answer and/or solve student problems.

EocSF Mi + We care, people here are respectful and it rubs off on everyone. Race/Human Relations meetings make interactions more open. Reinforced--starts with principal.

EocEF Mi + - Most adults take an extra interest with students, with praise helping them with self esteem and friendly with each other.

ElaE? Maj + - Class I'm in is a very well handled class. Teacher attitude is very wholesome

ElbAF Bmaj - People(students and staff) are here because they want to be here. Everyone cares, adults understand the pressures. Good support system established.

ElbEF Bmaj - - We're all here because we chose to be here.

ElbSF Bmaj - Most of the adults here do care about kids.

ElbSF Mi + Accurate assessment. Race/Human Relations activities have included students with staff round tables, allowed to voice opinions. Staff (administration mainly) purposefully met w/students of different ethnic groups. All staff take interest e.g. students, going to athletic events, dances. Tearful.

ElcE? Maj - - Teachers to Student-Quality teachers who really care about the kids and about teaching. Adults on campus care about students. Very caring community. Students to adults - Respect adults and know that they need to express this and it will help them. No "rotten" kids. Respect is demanded of them.

N=87

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

E1cEF	Bmaj - -	We are people who are patient and listen to the children. We understand that they are learning another language and it is hard for them.
E1cEF	Bmaj + -	We have an exception staff. Most of the people are very loving. The nurse and her aide are outstanding. The care is provided for latch-key children which they don't get it at home. _____ provides a very positive. (sic)
E1cSM	Bmaj -	We have above average teachers and staff who care about the students.
E1cSF	Bmi - +	A community school. Many parents and kids know each other in the community. Like me, been here 7 years. Get to know by name in community a family feeling. Staff training on 1-ch. customs, needs tradition. Many 1-c at first cluster. Kids don't identify each other by ethnically or race - "See that kid in the purple shirt."
E1cSF	Bmaj -	I believe that the teachers, staff and students at _____ really care about each other, and want to work together to achieve a better quality of education.
E2bSF	Bmi -	Interviewee disagreed with findings refused to answer questions.
E2cSM	Mi +	Students need attention so kids take to warm, caring teachers. We have a very special group of teachers. Teachers set the stage for positive interaction. Racists would not survive here.
E2aA?	Bmaj -	Basically the same reason. Being an adult you would not do the things that set up boundaries which separate. The boundaries are there, but you would overlook them.
E2aSM	Bmi _	Willingness to involve themselves with student problems and interests.
E2bE?	Bmaj - -	He is very supportive in this area. Students must show respect to all adults on campus, regardless of position. The language learning encourages this. This is something that just seems to happen here. They see a good relationship among the staff and this filters down to students.
E2cEF	Bmaj + -	Good programs in the classroom. Good magnet program in careers. Learn to respect people of all cultures at an early age. Basically most teachers are good classroom teachers.
E2cEF	Mi + -	The way they react to students. Respect. Race/Human Relations training. Feeling and tradition with teachers.
E3aEM	Bmi + -	Instructors make an effort in this area. Staff cooperates with students in meeting their instructional goals. Staff has a positive working attitude toward the students.
E3bEM	Mi + -	Asian culture family rule to respect adults particularly teachers.

N=87

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

E3bEM	Bmi + +	Students are treated as individuals. Discipline is distributed fairly as praise.
E3cEM	Mi + -	The administration-teacher effort to teach children respect. Students are also taught to share their feelings with adults, don't hold them in.
FoaSF	Bmi - +	Part of it is chance. The neighborhood, school reflects neighborhood. Good mix. All get along well. The neighborhood is not as good. In the I-C case, many parents are secluded. Children more open to change. More flexible. Learn language quickly. Children eager to be at school and be with teachers and each other.
FlaAF	Bmaj -	For the same reasons as the kid rating. The principal cares about the staff, kids and they care about each other and kids.
FobSF	Bmaj -	No discrimination on part of teachers. Blacks do have own bathroom by their choice--adults are working on changing this.

N=87

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AobEM Bmaj - - Worked conscientiously to foster positive attitudes from staff to students.

AocSF Mi + Admministratively, I stress the fact that students are people to. We are in the profession of educating students. When someone says "he should know better," we say that's our job. We also welcome students coming back. Principal and administrators are out between periods.

AlaEM Maj + - Not that I'm aware of. Its a natural phenomena of the team spirit. I try to go to the classrooms each day, so they know who I am and what I do. Teachers like that.

AlaSF Bmaj - Teachers are making extra effort.
They keep after the kids to succeed.
Prof. from Berkeley came in to help form study groups.

AlaSF Bmaj - Same efforts to learn students--Hispanics. Characture of Hispanic students. How second language acquisition _____. (sic)

AlaSF Bmaj - N/A

AlbSM Bmi - Forms on problem solving techniques after teachers make a mistake. Respect among staff has been promoted by principal. Teachers respect counselers and administrators and vice versa.

A2bSM Mi + Inservices of staff and faculty meetings.
Preschool orientation for staff.

A3bEF Maj - - Respect for child. Preserve dignity of both adults and students. Deal with problems as they occur and insist on good behavior, but preserve dignity of people.

AlcSF Bmaj - We do contracts with kids which pay off for teachers to.
We give happy grams, recognize teachers and kids.
We listen to staff and work it out in committee.
We don;t let anything "rumble" We deal w/it. Put the cards on the table.
Work hard on getting rid of defensiveness.

BobSM Bmi - The new teachers are from rich and varied backgrounds.
Teachers bring expertise. Varied.
Counselors are ethnically mixed.
Gone after effecive teachers of various ethnic backgrounds.

BocSF Mi + Teachers do home visits.
Effort to make magnet students feel cared about and accepted when they come. Teachers work extra hours.

B1bEM Bmi - + Promoting the awareness of what we are supposed to be seeing and working at it continuously as we must.

B2aSF Bmi - Staff has made an attempt to learn about and understand the Hispanic culture.
Make certain each student is treated fairly.
Take time to explain to student why certain discipline steps are taken.

N=87

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

B2bAF Bmaj - I don't think we've made any real effort.
We care and we let the staff know we care.
We build on that caring. We are committed to integrate and they know it.
When a situation is known to us we try to address it objectively and alleviate the problem. We do want it to work.

B2cSM Mi + Through assignments made to Race/Human Relations Committee.
Each member addressed a particular area in response to last year's monitoring.

B2bSF Mi + Specific staff members have a real rapport with the students.
Staff heavily involved in student activities, even when not paid.

COcEF Bmaj - - Open house, parents and teachers work together, good counseling center, everyone is concerned about the children, teachers tell parents which books the students are using and explain the needs of the children.
Teachers help parents feel welcome at school.

ClaAF Bmaj - Circus, Circus activity-staff create fun activities for students--orderly--most children participated.
Staff works very hard at keeping students interested and enthusiastic.

ClaE? Bmi + + Adults are open and receptive to the needs and interest of students regardless of race.

ClaEF Bmaj + - N/A

ClbS? Bmi Faculty/student basketball game.
Teachers very supportive of student activities.

ClbS? Bmaj - It has been a conscious effort. Teachers, ASB, faculty are aware of the goals and are all working together.
The school is special in that they work so hard on basic skills. This makes them feel better about themselves and each other. Things like math lab let kid work until he succeeds. They all work toward the development of good human relations.

ClbSF Mi + N/A

ClcE? Bmaj - - Teachers had to interview to be here. Multicultural componet to school plan.

C2aSF Bmaj - _____ brought in and "resident kids" could go. Generally in the past has only been magnet. Field trip, a number of resident kids were allowed to go. Black engineers involvement is good.

C2cSM Bmaj - In Race/Human Relations meeting teachers were made aware of need to be positive with students.

N=87

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

DobEM	Mi + -	Inservices by our own personnel, sensitivity training, assertive discipline. Availability of teacher, setting a program down, civil rights--make students feel safe, secure, protected. Respect mutual---communication.
DobEF	Mi + -	Infectious affection for students created by teachers/staff.
DocEF	Bmi + +	Teachers spend much time before or after school making home contacts or opening their rooms early. Much cooperation among staff re: successful teaming and deployment.
DocSF	Bmi -	Teachers are concerned about all students, we discuss options and meetings.
D1EF?	Mi + -	In addition to monthly inservices on Race/Human Relations, our staff has many activities that foster positive relations on an adult-adult level the results of which filter down to the student level. Activities such as the ASB, monitoring club, games leaders are examples of the positive suggestions made by the staff to better the total development of the children.
D1aSM	Bmaj -	None, teacher is new on campus.
D1aSF	Bmi -	Conferences with parents about negative attitudes, open communication.
D1bAF	Bmaj -	Newspaper, one/month, yearbook. 3 all school productions, auditions and a music, dance, vocal concert one/year. Effort to include all students in at least one activity.
D1bSM	Bmi -	Inservice workshops previous year helped to make an improved situation--included students as well as staff.
D1bSF	Bmaj -	Attended workshops. Provided opportunities for VEEP Students to participate in after school activities, soccer, "Popping" Club (detention) (late bus Tuesday and Thursday) Tutoring program. Off-campus tutoring w/texts, location near home and phone numbers.
D1bSF	Bmi -	Implemented a consistent school discipline policy. PAC is terrific in bringing up potential problems and try to solve problems before they are out of hand.
D1bSF	Bmaj -	Discussion of faculty meeting.
D1cE?	Maj - -	Good citizen-of-the -month. Individual teachers do behavior modification with positive reinforcements with stickers.
D1cEF	Bmaj + -	Students are treated as students regardless of color. Magnet school on careers let by resource teacher give students the opportunity to become familiar with people of all ethnic groups.

N=87

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

D1cEF	Bmaj + -	One of our former principals and the D.C. at that time made a lot of effort in this area. We had a counseling center which made a large contribution. It provided a place for children to talk out problems.
D1cSF	Mi +	4-5 years ASB advisor did a lot activities for both students and teachers. Performances, haunted house with participation, dances.
D1cSF	Bmaj -	Inservice effort. Get students to come to learn. Teachers motivate students. Provide a good atmosphere to learn. Enthusiasm of a good facilitator will rub off on everyone. Program by parents of special education students.
D2bEF	Mi + -	Rules at the beginning of the year for students. School Prom--everyone at the site is cooperating together to make this work.
D2bSM	Mi +	Each teacher will develop after school curriculum clubs, lunch time activities to be formed by teachers to breakup isolation, also school before school activities.
D2bSM	Mi +	Adults in staff meetings told not to let students run down teachers. Tell them we love them and mean it.
D2cEF	Mi + _	Workshops.
D2cSM	Bmaj -	None.
D2cSF	Mi =	New enforcement of training, attendance, tardiness regulation, uniformly applied.
D2cSF	Bmaj -	Support by keeping classes small.
D2cSF	Bmaj -	V.P. has exhibited a warmth to staff and students. When you have an administration and teachers it happens. When kids see this they respond positively.
D3bEF	Maj - -	Everyone invited to be involved in all activities--no differentation.
D3cE?	Bmi - +	Inservices, Race/Human Relations, Staff meeting discussion.
D4bEF	Maj + -	Lots of inservicing, taken extra classes, resource specialist has given us materials so that even kids who are low can feel good about what they are doing.
EoaSF	Bmaj -	Students know what teachers expect from them.
EobSF	Bmi -	Natural for adults (certificated/classified) to answer student problems.
EocSF	Mi +	Instructs staff in proper way to treat. Teach students to be respectful. Role modeling proper behavior. Parent room to instruct in respect.

N-87 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (CONTINUED)

AobEM	Bmaj - -	N/A
AocSF	Mi +	It has to look like it's easy - but it doesn't happen overnight. You just have to work at it. Jr. High-need stability, order, structure need to be able to count. Prevent problems. Work on them to solve before it happens. Be aware. Be out on grounds. Teachers write guidance requests, Preventative counseling. It pays off. Teachers/counselers / administrators talking with each other and have to make a conscious effort. We need to build in things that will run by themselves.
AlaEM	Maj + -	Develop a team effort - team spirit where teachers don't feel isolated or alone. Teachers really work together here.
AlaSF	Bmaj -	(takes money) People here all the time - Black engineers NOSE Field trips. Resource people here.
AlaSF	Bmaj -	N/A
AlaSF	Bmaj -	N/A
AlbSM	Bmi -	Stress problem-solving instead of taking teachers to task. Ask teachers for imput. Build a team approach to problem-solving.
A2bSM	Mi +	Inservice and pre-school orientations.
A3bEF	Maj - -	Principal can talk with teachers and share with them. Counselor role more important than disciplinarian. Let teachers know what you're doing with the child, what the plan is to turn behavior around. Person in charge can let people know you are vulnerable and human to.
AlcSF	Bmaj -	Administration must be accessible to the kids. Kids should be able to make appointments to see the administration. They have to know that you know them. I made 300 personal phone calls to tell parents good things. Ask teachers to give you names of people who aren't necessarily recognized. Mail happy grams home. Build up a trust level between adults and kids. You can expect and demand that people give a working try to concepts you believe in. When we suspend someone a plan goes along with that. It's a beginning not an end.
BobSM	Bmi -	N/A
BocSF	Mi +	Make the program meet the needs of the students. Provide for the needs of students. Keep a reading class in Jr. High. Spanish AGP should be used for minority children. Let teachers know when administrator sees something positive. Recognize success. The better teachers feel about themselves they will respond to children. All aides are 6 hours and committed, some for 15 years get better aides of full time.

N=87

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (CONTINUED)

B1bEM	Bmi - +	Place emphasis on race relation. That is what the plan of the District should do. Specialized planning should relate more specifically there. District planning should direct itself to site-specific needs. Receiving schools need.
B2aSF	Bmi -	Deal with student as an individual--your punishment would be the same. No matter who you are. Discipline is a administered by letting student learn you disapprove of the act not the individual. Staff needs to know that the discipline policy will be adhered to by the administration-staff feels the same
B2bAF	Bmaj -	They should take a positive attitude and when [illegible]anted a firm hand. There is no common respect in some places. Provide successful experiences for staff and students. Accentuate the positive, give kids and staff they can succeed at. (sic)
B2cSM	Mi +	They can relate to students as much as possible. Strictly business/academic is not conducive to creating good student adult interaction.
B2bSF	Mi +	Staff inservices, staff involved heavily in student activities. If students are appreciated with respect and given credit for thoughts, feelings and intelligence--this follows. Administration meet with students in small groups to allow interaction.
COcEF	Bmaj - -	Positive acitivites, good counseling, good teacher-parent interaction.
ClaAF	Bmaj -	After school activities. Allow students to express themselves.
ClaE?	Bmi + +	Teachers, administrators need to be receptive to the student's needs and interests. Students need to be made aware of the teacher's and administrator's needs and interests and must be receptive also.
ClaEF	Bmaj + -	N/A
ClbS?	Bmi -	Teachers that care. Setting up some situations where adults and students can interact - not just as teachers and adults.
ClbS?	Bmaj -	N/A
ClbSF	Mi +	The administration will need to address the problem because all starts at the top.
ClcE?	Bmaj - -	Do a lot of reteaching to "old-guard" teachers-cultural awareness/ basic human respect.

N=87

3. WHAT THIS school needs to do;

C2aSF	Bmaj -	Would like to see Hispanic community get involved. Would like to see more Blacks in teaching and administration, particularly Black males. Need to have more Hispanics on staff. Need more role models--Hispanic ., women, Black males. Need more staff mixing. Resident program shouldn't be hidden like a step-child. Technology.
C2cSM	Bmaj -	3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (CONTINUED)
C2cSM	Bmaj -	Race/Human Relations workshops to see why things are happening or why they aren't happening. Then looking at ways to improve.
DobEM	Mi + -	Projection, handling discipline, stimulate students.
DobEF	Mi = -	Positive reinforcement whenever possible. Cooperation and interaction with all students.
DocEF	Bmi + +	Spend extra time. Teachers must develop the attitude to use extra time with students. Clear communication between teachers and student so that students know what is expected regarding discipline and instruction. Teachers use cantor model for discipline.
DocSF	Bmi	N/A
D1EF?	Mi + -	Some of our teachers make home visits and everyone has some kind of contact with parents for both "good" and "bad" news. The children know. We care and that is the important thing. Other schools can improve their situation by performing the above and striving toward a positive atmosphere in their school.
D1aSM	Bmaj -	Teacher doesn't see this school as doing anything another school is not doing.
D1aSF	Bmi -	Parents are the key to student-teacher conflict.
D1bAF	Bmaj -	Learn where kids are coming from . Increase awareness levels. Commitment to each individual student. Dedication.
D1bSM	Bmi -	Hesitate to answer as each situation is unique to that particular school.
D1bSF	Bmaj -	N/A
D1bSF	Bmi -	Follow the same kinds of procedures.
D1bSF	Bmaj -	Have faculty meeting - administrator. V.P.'s set example.

N=87

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (CONTINUED)

DlcE?	Maj - -	Wanted to complain when came back from recess. I'd like to have 5 positive things come-- Principal is very positive, talks to them. Custodian is very positive, talks with them. Contact with parents really helps. Cards (5/8) that go back and forth. Kdg. had a good day; he had a bad day. Has to be a two-sided. Two VEEP students have good reinforcement from their parents. Constantly reinforce good behavior.
DlcEF	Bmaj + -	Have Multicultural assemblies. Student recognition once a month. 4 or 5 students are selected from each class. Make a concentrated effort to include all students in all parts of the schools activities.
DlcEF	Bmaj + -	Include children bused in in all activities. Also their parents can interact with each other and parents and children can interact.
DlcSF	Mi +	Adult attitudes govern the way they relate. Have backing of administrators and counselors in terms of respect and discipline.
DlcSF	Bmaj -	N/A
D2bEF	Mi + -	Programs here are outstanding--perhaps spreading the word to other school sites. Students have alot here to keep them busy and very interested.
D2bSM	Mi +	Provide time for teachers and students to develop. Established goal setting and allowing students and teachers to interact in the positive manner.
D2bSM	Mi +	Take more humane attitude toward all students. Treat students as being responsible. Responsible for manners. Stop misbehavior. Use humor. If something happens--it's settled--don't harbor grudges.
D2cEF	Mi + -	Caring, good site leadership, workshops.
D2cSM	Bmaj -	Encourage friendliness. Some faculty is involved in community.
D2cSF	Mi +	Many factors come into play.
D2cSF	Bmaj -	Same thing as is happening here--support.
D2cSF	Bmaj -	Teachers here work with small classes. Financial support. Teachers do not feel all the pressure.

N=87

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (CONTINUED)

D3bEF	Maj - -	The kids need to see acceptance on the adult level, because kids look up to teachers. Teachers really influence children.
D3cE?	Bmi - +	Support group idea - teachers given opportunity to get better grasp of situations.
D4bEF	Maj + -	A constant effort to understand and appreciate each other, and an acceptance of people for whom they are.
EoaSF	Bmaj -	Teachers need to give students a listening ear at all times. Schools need to stop applying labels (behaviors of siblings on other previous experiences with children).
EobSF	Bmi -	Be patient and take the time to work with students.
EocSF	Mi +	Here people of high caliber. Race/Human Relations.
EocEF	Mi + -	Staff must get together. Respect each other. Will be communicative to the children. Use all resources--facilitate. Recognize that children love strokes.
ElaE?	Maj + -	Teacher has to have a very liberal viewpoint to begin with. Whatever they teach will be a reflection of themselves. Try to treat kids the same and treat differences on the side whether it's language or not.
ElbAF	Bmaj -	Be concerned with what is good for student. Students should come first. Help make parents and students welcome. Considerations because all concerns are valid. Validate and recognize.
ElbEF	Bmaj - -	Do more mixing in schools. Teach cultural awareness.
ElbSF	Bmaj -	N/A
ElbSF	Mi	N/A
ElcE?	Maj - -	Encourage community involvement. Encourage senior citizens. (don't have to have funding-just encourage them to come) Important for school to be a community, all in itself, not just a site.
ElcEF	Bmaj - -	Should learn to listen to them and vice versa. Talk out their problems.
ElcEF	Bmaj +	It has to come from the heart. You can't mandate it.
ElcSM	Bmaj -	Have a late bus for VEEP students.

N=87

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (CONCERNED)

E1cSF	Bmi	- +	N/A
E1cSF	Bmaj	-	Care--about their students as individuals and their school as a whole.
E2bSF	Bmi	-	N/A
E2cSM	Mi	+	Put an administrator at a site who can understand the school, community, and problems that exist. Each school has unique problems that need to be handled.
E2aA?	Bmaj	-	Educate white and minority adults to cultural differences that exist in this city. It's hard to pick up a book and read about problems in Chicago and transfer those problems here to San Diego because they are different.
E2aSM	Bmi	-	Willing to be involved with student problems and interests.
E2bE?	Bmaj	- -	Constantly look at their program/school, what can they do to improve the relationships at school.
E2cEF	Bmaj	+ -	Have an active volunteer program. Make school a nice and comfortable place to be.
E2cEF	Mi	+ -	For the adult to get to really know the child. Some children have special problems at home. Get to know why children have problems. Showing concern. Always to care.
E3aEM	Bmi	+ +	Demonstrate affection toward all students. Offer good instruction. Must have good preparations of materials. Have the best instructors that are available. I sure that the instructors cooperate with the student.
E3bEM	Mi	= -	Multicultural workshops, increase communication.
E3bEM	Bmi	+ +	Staff should treat all students as people first and students second. Transfer teachers and aides who have demonstrated positive student-adult relationships to other sites that need improvement. Also move teachers and aides who are having difficulty in this area to a site that has demonstrated success in student-adult quality interaction.
E3cEM	Mi	= -	Establish student body councils, if they don't have one and teach students to show respect and pride in their site.
FoaSF	Bmi	- +	N/A
FlaAF	Bmaj	-	Need to have someone who cares about the school, kids and even if kids show up. This is a school of choice and that helps.
FobSF	Bmaj	-	Get workshops, increase communication between students and adults.

BELOW AVERAGE RATINGS

Student-to-Adult

(There were no below average ratings for Student-to-Adult)

INTERVIEWS

Quality of Interaction
Adult-to-Adult

ABOVE AVERAGE RATINGS

Adult-to-Adult

Quality of Interactions--Adult to Adult

N=59

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA?

A1aSF	Bmaj -	"Secret Pal" tradition, lot of Social functions, WAY award, Publicize in bulletin, call attention to achievements of staff members, notes to each other, ski trips, bowling club, active all the time-very special group.
A1cEM	Mi + -	General atmosphere of the school, team effort, willingness to share. AGP is a program that has made the staff very cohesive.
A2bSM	Mi +	Staff have been openly pursuing good communications within the staff--These have been set by the administration.
A3bEF	Maj - -	Good manners. These are sterling people. They don't shout it, when they have a complaint.
A1cSF	Bmaj -	In the arts area you need cooperation. It's a model for cooperative learning. We act on needs. Chance for a lot of interaction.
B1bSM	Bmaj -	Tremendous people working here. Screening process that went on during selection of the students.
B2aEF	Mi + -	The princpal is very warm--he encourages staff to care for each other and respect each other. He made me feel very accepted when I came to the school. He is very positive, in a good way, supportive of teachers, etc.
B2aSF	Bmi -	Staff sees a lot of value in each other--a lot of actual respect is present.
B2bAF	Bmaj -	Because they support our reason d'etre (reason for being). They under stand there must be a supportive attitude and it hasn't been easy with pullouts and shorter periods.
B2bSf	Mi +	Principal has developed a friendly, warm relationship with the entire staff. Aides and classified staff feel as comfortable as anyone at the site. Principal includes all staff in decisions about the site. Activities are planned for the entire staff.
C1aAF	Bmaj -	Staff makes this parent feel very welcome , non hostile atmosphere. Open door policy with principal and student to adult.
C1aE?	Bmi + +	This is my only school of personal experience. The staff is "united" in the changes which are needed. The rapport of staff is evidence. They are concerned about the best program for students. The attitude is positive.
C1bEF	Maj + -	Because everybody mixes we're a friendly school.

N=59 1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? Continued.

C1bEF	Maj + -	Professional group of people. People are considerate of others. People are interested in welfare of others and the school. Cooperative staff when things need to be done; people help. People put themselves behind the good of the group. People have similar interest and background. Community and school spirit blend together.
C1aS?	Bmi -	Principal works with staff very well. Staff has great respect for principal. Same holds for office staff. Principal does not delineate by race or job title. Other staff follow suit.
C1cE?	Bmaj - -	Adults consider each other as equals. Parents are vocal and are encouraged to communicate.
C2aSF	Bmaj-	Designation magnet/resident caused some bad feeling among staff on site. For past 2 years when parents came on campus they didn't feel as welcome. Front office is a little more relaxed, not as much tension as last year. Escorted to area after being on school campus for some time seemed, parents/aides got the feeling that they were looked on as "spies". Don't feel too free to express how you feel.
C2cSM	Bmaj -	Staff does things together--bowling league, social committee, a breakfast 1 a month, attend sporting events as a group. Racial interaction is good.
DocSF	Bmi -	No comment-does not interact with staff.
D1aSM	Bmaj -	As a new teacher he doesn't feel this is true. Does not agree with evaluation.
D1bAF	Bmaj -	Nature of the school it emphasized togetherness.
D1bE?	Bmi - +	Efforts to come together, other than a meeting, such as a pot luck once a month.
D1bEF	Mi + -	I think this is the result of administration. We are asked to do things rather than just being told. It's put to us a little nicer than other schools.
D1bEF	Maj + -	Large majority of communicators on this staff. Tremendous amount of mutual respect. High skilled school.
D1bSM	Bmi -	Faculty members appear to have respect for each other and the school rules. Good Rapport exists.
D1bSF	Bmaj -	We interact a lot during prep. hours and lunch--we share ideas!
D1bSF	Bmaj - -	We have understanding. We have Race/Human Relations committee. Super teachers.
D1cE?	Maj - -	Helpful and supportive, No nit-picking. There's not one teacher on this staff who wouldn't help another.

N-59

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

D1cEF	Maj + -	They know one another. Get a along well working to goal of education. Interested in one another. The exchange from classroom to classroom has drawn staff closer. Interested in one another.
D1cSM	Bmaj -	As a counselor my interaction with all faculty has been satisfactory to above average--regardless of ethnic background.
D1cSF	Bmaj	Because we are there does not seem to be any racial problems on the staff.
D1cSF	Bmaj	Most students respect each other.
D1cSM	Bmi -	It is a mature staff. There is a respect among staff members for each other regardless of race.
D1cSF	Bmaj -	Don't know.
D2aEF	Bmi + +	As a new teacher, I felt very welcome. Even in the office I was greeted warmly. This staff is more humorous.
D2bSM	Mi +	Meetings, luncheons, pot luck, faculty meeting--free to express. Encouraged to visit each other. Parties off campus. Quality of staff.
D2/obSF	Bmaj -	The school works very hard at getting youngsters to respect each other. The school has a great deal of support from principal. When problems arise we tend to talk about them. The nature of the school (arts) give students an opportunity to focus their energies on a specific goal (productions) and they don't have the time to involve themselves in negative Race/Human Relations, etc.
D2cSM	Bmaj -	Very professional atmosphere. Feelings of respect.
D2cSF	Mi +	Teachers help each other. All help each other--teachers and classified.
D2cSF	Bmaj -	I don't know. It just happens. We have an awful lot of human relations work a few year ago. I don't know if this helped or if the teachers are this way.
D2cSF	Bmaj -	We get along for the benefit of the program. I work here and I want to be.
D3bEF	Bmi + +	I felt very welcome even though its a language school. Many of the aides have been here many years. They live in the neighborhood. The problem of the overcrowded conditions and the problem creates moral support system.
D3cEF	Maj + -	Respect found here among staff. Can go to anyone if you have a problem. Trust, respect, like each other. Unload on each other, good listeners, this includes nurse, aides. Each staff member would help the other, sensitive to each others needs. Good communication among staff members.

N=59

1. WHY DO YOU THINK YOUR SCHOOL RECEIVED AN ABOVE AVERAGE RATING IN THIS AREA? (Continued)

D3cSM	Bmaj -	Now interacts rarely, friendly bunch, jolly bunch, help each other on instruction techniques, lonely feeling of stigma attached for asking for help.
D4bSF	Bmaj -	Takes a special teacher to teach in a school of this sort. All teachers are friendly and concerned about each other.
EobEF	Mi+ -	Staff can express their feelings openly and work as a team.
EobEM	Mi + -	I guess they've been together for a long time (working together).
EobSF	Maj - -	We're all people who care about children.
EOcEF	Bmaj - -	Some of the staff have a good relationship with aides, not all do. Not all do. Evaluation team didn't see the cliques and the arguments between aides and teachers. A few of the teachers aren't friendly.
E1bEF	Bmaj -	People (students and staff) are here because they want to be here. Everyone cares, adults understand the pressures. Good support sytem established.
E1bEF	Bmaj - -	There's a real effort to get to know each other. We all work hard and are very busy.
E1bEF	Maj + -	There's been a lot of communication with all employees. Lots of school gatherings bring us together. T.G.I.F.
E1bSF	Mi +	An accurate appraisal. General atmosphere of working together.
E1cE?	Maj - -	Staff has been together for a long time. Good friends with teachers, aides. Pot-lucks. Personality of adults on campus. Fine friendships as well as working relationships. Office staff is witty. Can crack a joke when someone is having a bad day.
E1cEF	Bmaj - -	Our attitutde is good and have good understanding.
E2aA?	Bmaj -	Adults are a bit more adaptable to one another. I think they learn to accept things as they are and as something that has to be done.
E3aSF	Bmaj -	The principal is a good model for that; he relates well to other people; he is always supportive.
E7aSM	Mi +	Leadership of administration. Warmth and friendliness. A very great attachment to the school both classified and certified.
F1aAF	Bmaj -	Because the principal respects the teachers and gives them the leeway to do what they have to do. The atmosphere here is relaxed and all pitch in to do what they have to do.

N=59

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA?

AlaSF	Bmaj -	Active social committee. Respect and concern for each other.
AlcEM	Mi + -	Social events for staff. Principal seeks input from staff in decision-making areas. A strong faculty advisory committee.
A2bSM	Mi +	Minimum day potlucks - opportunities for staff to come together. Basic need at school for staff to be supportive.
A3bEF	Maj - -	Keeping as much pressure off them as possible when you can. Partnership is necessary. A positive feeling; positive thinking; emphasis on positive.
AlcSF	Bmaj -	We do a faculty follies. Hired a production tutor to help kids. Released art teachers to observe academic teachers or vice versa for mutual pride. Artistic staff meetings and anyone who wants to view it.
B1bSM	Bmaj -	An effort is made to communicate what is really happening to students. Very social group. We appreciate you awards, secret pal, breakfasts put on by the department.
B2aEF	Mi + -	Social activities - multicultural luncheons--special events. Principal interacts positively with teachers constantly.
B2aSF	Bmi -	Discussions with each para professional about work-load, work-space, etc. led to mixing personnel and reassigning jobs to everybody's satisfaction--beginning of this year. Para professional are much more positive and happy.
B2bAF	Bmaj -	Chaired a pull-out committee - established a workable pull-out policy. We have worked to balance the academics and the arts. To keep our test scores up.
B2bSF	Mi +	Improve interaction between classified and certificated. Administration meet with departments each month and aides each quarter. PAC - principal has worked well with this group--any staff member can address concerns to "PAC"
ClaAF	Bmaj -	Booster Club like PTA volunteer ask each family to join beginning of year. Help sell refreshments, make-up, costumes, running machines, volunteer goodies. Could use more volunteers. Board meets 3/4 times per year. School utilizes volunteers as resource and in supervisory capacity. School send thank you notes to parents. Recognized in school program, Recognition of volunteers.
ClaE?	Bmi + +	The staff try very hard to involve the parents in all school activities. The school leadership has emphasis a positive focus on the pupils.

N=59 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

C1bEF	Maj + -	I think it just happened. People were nice so everybody mixed and got along also not being too big I'm sure has helped people get to know each other.
C1bEF	Maj + -	People are open to suggestions. Good communication between community and staff. Openness between principal and staff to work out any problems.
C1aS?	Bmi -	Don't know of any. Translators provided at all parent meetings. Principal thoroughly involves staff in decisions that will affect them. All letters sent home are also in Spanish. PTSA has board composed of students, teachers, and parents.
C1cE?	Bmaj - -	Principal encourages more communication. Teachers visit other teachers' classes. Race/Human Relation exercises.
C2aSF	Bmaj -	Administration has offered its hand to ask us to come express opinions--and I probably will. All school picnic--effort to reach out to parents. Games to try to mix kids in nonacademic.
C2cSM	Bmaj -	Social activities.
D1cSF	Bmi -	Older staff---not a lot of cadiness.
D1aSM	Bmaj -	N/A
D1bAF	Bmaj -	Faculty follies---put on extra hours because they want to.. Giving a lot, usually supper turn-out at end of year. Students are so demonstrative and give "warm fuzzies" to teachers which help keep teachers going. Mr._____ students parties---staff prof artists.(sic)
D1bE?	Bmi - +	Effort to draw adults to activities.
D1bEF	Mi + -	We do social things outside of the school.
D1bEF	Maj + -	_____been good in relaxing the pressure. A lot more laughter this year. Administration open, more relaxed. The social committee works hard to have one activity a month. Smoker/non-smoker area with people that make an effort to go back and forth to mix.
D1bSM	Bmi -	Social committee is active. Specific teachers appear to spearhead activities that assist in the quality of interaction.
D1bSF	Bmaj -	Individual teachers take time to help others. Administrators also help us to "make connections."
D1bSF	Bmaj	Social committee (picnic, Christmas party, family gatherings) Many activities--speeches--seminars, Race/Human Relation meetings.

N=59

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

D1cE?	Maj - -	Give ideas to each other about how to help students who are having problems. Have to work on it constantly. Have to pick up problem at very beginning.
D1cEF	Maj + -	Small school changing grade levels have made it necessary and possible for all of us to share ideas and support each other. We have a caring group that is willing to share kids.
D1cSM	Bmaj -	N/A
D1cSF	Bmaj -	None specifically that I'm aware of. It just happens to be this way.
D1cSF	Bmaj -	To treat staff and students as people regardless of sex, ethnicity, etc.
D1cSM	Bmi -	Social functions--individual efforts on part of a few has inspired others to follow.
D1cSF	Bmaj -	All adults who work together in the school are involved in Race Relations. Nobody is left out, classified/certified.
D2aEF	Bmi + +	Social committee. Recognize everyone's birthday. Committee for taking care of bulletin boards. Weekly Principal meeting on Monday A.M.
D2bSM	Mi +	Name tags - know names. There is a warmth here. All teachers made extra effort. A buffer for each other when things are tough. Teacher tries to make peace. Take care of misunderstandings when they happen. Doesn't fester.
D2/obSF	Bmaj -	The staff have made <u>support</u> a priority item (student to student) and it carries over into both areas (arts and Academics) The youngsters support each other in productions, etc. (specific auditorium manners expected of all youngsters.)
D2cSM	Bmaj -	Bowling, TGIF, Breakfast.
D2cSF	Mi +	Not one organized effort but the T.G.I.F.'s, staff human relations, etc. help. Basically, it's hard to identify any one thing. With the relatively high rate of turnover, it's amazing that cohesiveness is gained so readily. Must be doing something right.
D2cSF	Bmaj -	Human Relations, Social activity, Sports day, Happy hours, Picnics. I think people just go there and feel good. Everyone is involved. Classified included.
D2cSF	Bmaj -	Race/Human Relations program--just helping set the tone.

N=59 2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (Continued)

D3bEF	Bmi + +	Friendliness encourage friendliness. Openness make other able to be open, comfortable and friendly. Social committee--TGIf Secret Pal Acknowledge personal special events.
D3cEF	Maj + -	Sub day, where teachers are released to view fellow teachers--gain a respect for quality of teaching. Encourage everyone to eat lunch or take recess to improve interaction between staff members. Parties and social events. Always speak and acknowledge each other's presence. Laugh together.
D3cSM	Bmaj -	Potlucks precede mandated meetings. Nice to sit with group of friends.
D4bSF	Bmaj -	Special minimum day programs (inservices, etc.) Group get togethers.
EobEF	Mi + -	Staff express feelings openly & work hard as a team. Staffing is very important--right people for right job. X-mas fund drive pulls in community.
EobEM	Mi + -	They just do a lot of things together. They usually involve everyone.
EobSF	Maj - -	None that I'm aware of. We do our thing.
EOcEF	Bmaj - -	Those who are friendly are just that way.
E1bAF	Bmaj -	Principal works continuously toward harmony without regard to level, age. Student/staff caring Activities going on all times to help bring people together.
E1bEF	Bmaj - -	Potlucks, get togethers, the administration is very supportive.
E1bEF	Maj + -	Parties, holidays, Secret Santa--all these little things mean alot. We have thank you gathering to thank everyone on the staff.
E1bSF	Mi +	Keeping communication open by not being "too busy" to listen to them when they come in or otherwise appeared. Meeting each quarter (Principal and General Secretary) with hourly employees. They then know where they can come to get good information or resolutions to their question.
E1cE?	Maj - -	Potluck lunches monthly, yearend luncheons, aides get together alot, PTA people. Go to lunch.
E1cEF	Bmaj - -	Our principal listens to us. He helps us and solves our problems. He is very fair and a very hard worker. _____ is very kind also and solves problems.
E2aA?	Bmaj -	Social committee. I'm not sure what it entails but I would assume that it helps people get together.
E3aSF	Bmaj -	On Fridays--coffee brunch (special). We all get together, interact.

N=59

2. WHAT EFFORTS HAS YOUR SCHOOL MADE IN THIS AREA? (CONTINUED)

E7aSM Mi + Openness, sincerity, understanding, empathetic.

F1aAF Bmaj - They've developed a balance between the arts and academics. No one feels left out.

N=59 3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA?

AlaSF	Bmaj -	Social activities and reinforcement. Send notes, active social committee, share good ideas. Principal can also share ideas of each other. Race/Human Relations can share. Evaluation report can share ideas.
AlcEM	Mi + -	Social events, input from staff, faculty advisory committee. Realize the importance of both Certified and Classified staff.
A2bSM	Mi +	Involvement of staff--good communication for everyone.
A3bEF	Maj - -	Principal needs to relax. Build a support system.
AlcSF	Bmaj -	Give some of the decision making to the staff and make them equal. Decision they make in the class is the most important. Ownership of the school belongs to all of us. Academic people work w/the artistic people. Try to be honest with the staff. PAC compliments and deals w/concerns.
BibSM	Bmaj -	Care.
B2aEF	Mi + -	Use of Race/Human Relations, staff program--make sure all staff is exposed to the activities and encouraged to interact. Encourage negative teachers to transfer to other schools.
B2aSF	Bmi -	Improve interactions between classified and certificated. Let total staff have a say in decisions that are made. People like to be heard even if their suggestions are not strictly used.
B2bAF	Bmaj -	We socialize a lot together here, staff and adminstrators mix, more schools should socialize together and help build up self esteem, especially with low morale.
B2bSF	Mi +	Social activities. Willingness by administration to be friendly and open regardless of classification.
ClaAF	Bmaj -	Would like to see more parents become active.
ClaE?	Bmi + +	Keep focus on purpose of "why they are there." Provide the best service possible for children.
ClbEF	Maj + -	Plan activities where adults have a chance to mix. Potluck at school really help.
ClbEF	Maj + -	Encourage communication, discussion of problems. Important to work out problems and find solutions. Awareness of courtesy to others-if it isn't there.

N=59

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

C1bEF	Maj + -	Feeling at the top filters throughout the staff. If principal is committed to this, the teachers will follow suit. Principal has spent a lot of his own time to personally meet VEEP parents in their homes.
C1cE?	Bmaj - -	Encourage people to talk out problems and develop respect for each other. Don't lose sight that we are here to educate children.
C2aSF	Bmaj -	There is still some tension in front office and reception to parents, some strain (but is smaller than it was). I was initially concerned by attitudes of some teachers who might hold my comments against kids. Committees e.g. discipline committee was almost all white. _____ was only non white. Needs to be more effort made to project ethnic groups, multicultural. S.A.C. have been trying to get total school advisory committee. Meeting attended by about 40, but only 2 blacks. Good mix of male/female. A more concentrated effort to increase mixing of staff. Need to project mixed group--people will see mix. GATE program here has 1 black teacher. More effort to bring in parents not normally involved. People need to see tone set, good image and projecting a better mix is part of this.
C2cSM	Bmaj -	Have activities--mutual respect.
DocSF	Bmi -	No comment.
D1aSM	Bmaj -	N/A
D1bAF	Bmaj	Cooperation--pullout volunteer for extra duty.
D1bE?	Bmi - +	N/A
D1bEF	Mi + -	I think it would depend upon their administration and the personalities within the school. (I don't know) That's something you can't make happen. It just happens.
D1bEF	Maj + -	Some teaming to relieve stress be sensitive to each others need.
D1bSM	Bmi -	Not enough knowledge of other schools to answer.
D1bSF	Bmaj -	It depends on each individual school.
D1bSF	Bmaj -	Administration needs to meet and talk. Have pleasant acitivities.
D1cE?	Maj - -	Have a good social committee chairman to pull group together. Respect one another. Team Assessment -- Agree because have worked with it. Very conscientious staff.

N=59

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

D1cEF	Maj + -	Maybe more lunches together. Get to know one another. Lots of social activities that bring us together.
D1cSM	Bmaj -	N/A
D1cSF	Bmaj -	Respect each other. But I don't know the specific problem of any school so I can't identify an answer to your question.
D1cSF	Bmaj -	Respect each other's rights to be individuals.
D1cSM	Bmi -	Probably do what _____ has done.
D1cSF	Bmaj -	N/A
D2aEF	Bmi + +	To socialize is wonderful--take time to come together as a staff at least once a week.
D2bSM	Mi +	Have meetings on and off campus. Discuss freely and frankly. Act don't react.
D2/obSF	Bmaj -	Teachers and students need to feel very comfortable interacting with each other. The principal's office needs to always be open to staff, students and parents (it is at ____). Teachers and students should get positive concrete reinforcement from site administration, etc. (we do at ____).
D2cSM	Bmaj -	Recognition and respect for various life styles.
D2cSF	Mi +	N/A
D2cSF	Bmaj -	I don't know but maybe they can try the same thing.
D2cSF	Bmaj -	I don't know.
D3EF	Bmi + +	Encourage certificated-classified communication and shared facilities. The importance of everyone contributing to the site is acknowledged.
D3cEF	Maj + -	Encourage single lunch and recess if possible so staff feels as one. Smoking/non smoking areas tends to divide staff and discourages communication. Anytime you have situation that segregate groups of people you have less staff communication.
D3cSM	Bmaj -	There is a beautiful feeling of sharing here, willing to share successes and failures. Co-support.
D4bSF	Bmaj -	Schools need to become more aware of their own teachers' ethnic backgrounds.
EobEF	Mi + -	Staffing the right people for the right job. Social activities.

N=59

3. WHAT CAN OTHER SCHOOLS DO TO IMPROVE THEIR SITUATION IN THIS AREA? (Continued)

EobEM	Mi + -	They should involve everyone, not separating classified from certificated. We've got some pretty open people here, I guess that helps.
EobSF	Maj - -	Stop looking at the color and deal with them as people with feelings.
EOcEF	Bmaj - -	Team building between aides/teachers, total staff inservice be sincere at Race/Human Relations.
ElbAF	Bmaj-	Be concerned with what is good for student. Students should come first. Help make parents and students welcome. Considerations because all careers are valid. Validate and recognize.
ElbEF	Bmaj - -	Sit down and talk things out. Be very frank with each other.
ElbEF	Maj + -	Use communication skills. Principal can hold aides meeting.
ElbSF	Mi +	Include this classified in all staff planning, etc.
ElcE?	Maj - -	Do something social as a community for social environment. Show appreciation.
ElcEF	Bmaj - -	Could get together and discuss their problems and llok for solutions.
E2aA?	Bmaj -	If they don't have a social committee possibly have one. I believe that teachers should be able to look at things non-racially. I think that being educated alleviates racial discrimination. I think it should.
E3aSF	Bmaj -	N/A
E7aSM	Mi +	Follow the example of Lincoln. Be concerned with people, not just objectives. Whole fault of district is so goal oriented that human factor forgotten.
FlaAF	Bmaj -	I don't know except allow teachers to teach with the support of the principal and each other.

BELOW AVERAGE RATINGS

Adult-to-Adult

(There were no below average ratings for Adult-to-Adult.)